



## Safeguarding and Child Protection Policy

### Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

### Statement of intent

Newchurch Community Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the Designated Safeguarding Lead (DSL)
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or at risk of, abuse, neglect or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: **Jayne Narraway** (Headteacher). In the absence of the DSL, child protection matters will be dealt with by: **John Duckett** (Deputy headteacher) or **Rachel Sizer** (SLT).

Signed by:

Jayne Narraway

Headteacher

Date:

October 2023

Vicky Beddall

Chair of governors

Date:

October 2023

## **Part One: Safeguarding Information for all staff**

### **Introduction to the purpose of this policy and procedure document**

The purpose of this policy is to provide absolute clarity for all staff at Newchurch Community Primary School on our shared responsibilities in safeguarding our pupils. This policy and procedure document aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals should do to keep children safe and how it is managed practically at Newchurch Community Primary School.

This policy is written in line with the DfE guidance document 'Keeping Children Safe in Education' (2021) and is compliant with statutory guidance 'Working Together to Safeguard Children' (2018) (<http://www.workingtogetheronline.co.uk/>). Our Safeguarding Policy also reflects the policies of Warrington Safeguarding Partnership including the Pan Cheshire Safeguarding Procedures, which can be accessed through the following link: <http://warringtonlscb.org/>

Newchurch recognises its legal duty and obligation under Section 157 and 175 of the Education Act (2002) to promote and safeguard the welfare of all pupils and is aware of responsibilities within the statutory framework for the early years' foundation stage. This policy sets out the framework for all adults who work with children at Newchurch Community Primary, and provides information about what to do if they were worried about a child.

### **Links with other policies**

This Safeguarding policy has obvious links with the wider safeguarding agenda and specifically all policies that make up the safeguarding suite of documents. When ratifying or reviewing the policy, links should be made with other relevant policies.

This policy is compliant with the Warrington Safeguarding Partnership and multi-agency safeguarding procedures, available at: <http://www.proceduresonline.com/pancheshire/warrington/index.html>

### **Key Principles**

Everyone who works with children - including teachers, teaching assistants, midday assistants, office staff, premise staff and all other roles at Newchurch Community Primary including volunteers and governors- have a responsibility in keeping children safe. Everyone who comes into contact with children and their families has 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.

Academies, Schools and Colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018). Schools should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm.

Newchurch Community Primary 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 person 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.

### **Statutory duties and the legal framework that underpins this policy**

This policy and procedure document has been developed in accordance with the principles established in the following legal and statutory framework:

#### **Legislation**

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Female Genital Mutilation Act 2003
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

#### **Statutory guidance**

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

The policy also gives due regard to all relevant **non statutory** guidance:

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2020) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'

This policy operates in conjunction with the following school policies:

- Children Missing Education Policy
- Child Sexual Exploitation (CSE) Policy
- Prevent Duty Policy
- Peer-on-Peer Abuse Policy
- Anti-Bullying Policy
- Exclusion Policy
- Online Safety Policy
- Data and Cyber-security Breach Prevention and Management Plan
- Personal Electronic Devices Policy
- Data Protection Policy
- Photography Policy
- Records Management Policy
- LAC Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Behaviour Management Policy

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements to safeguard and promote the welfare of its pupils.

This can be achieved by creating an environment where pupils feel safe and are safe to learn and where adults are responsive to the needs of children and take appropriate action if there are concerns about a child. This policy will provide detail and clarity in Part 2 of the document about how Newchurch Community Primary fulfils this statutory duty and what the specific arrangements are.

## Roles and responsibilities

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to Social Care and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.

- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. **NB:** Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.

- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Annual training ensures that all staff are well equipped with the skills, knowledge and understanding necessary to keep looked after children safe. On admission to Newchurch, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her are shared. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher has a responsibility for promoting the educational achievement of Looked After Children and Previously Looked After Children, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### **Children with special educational needs and disabilities (SEND)**

At Newchurch we are aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. They can be more vulnerable to abuse, be more isolated from their peers and be affected by bullying. Therefore, this policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- understand the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

As part of their training, staff at Newchurch are made fully aware of the safeguarding of children with SEND and when reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are effectively met.

### **Restraining and Positive Handling**

There are circumstances when reasonable force to safeguard children is needed. Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain a child. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or restraining to prevent violence or injury. Staff trained in Team Teach are the only members of staff who should restrain children. These are: Mr Duckett (Deputy headteacher and DSL) and Miss Ingham (teaching assistant). All restraints must be recorded in the restraint recording book.

### **Children educated off site/alternative provision**

Should a child be required to be educated in alternative provision, it is the responsibility of Newchurch to continue to ensure that the pupil is effectively safeguarded and that the needs of the pupil are being met. Newchurch will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. Additional checks would include checking that the learning environment is safe and that procedures are clearly set out to safeguard the child such as attendance.

### **Work experience**

If Newchurch welcomes a pupil for work experience, an enhanced DBS check will be obtained if the pupil is over the age of 16.

When a pupil is sent on work experience, Newchurch will ensure that the provider has appropriate safeguarding policies and procedures in place.

### **Homestay exchange visits**

#### **School-arranged homestays in UK**



Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

### **School-arranged homestays abroad**

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

### **Privately arranged homestays**

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

### **Safer Recruitment**

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

The governing body will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

### **Staff suitability**

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the declaration form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

### **Ongoing suitability**

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

### **Referral to the DBS**

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

At Newchurch, we follow a colour coded lanyard system to enable the children to identify who is DBS checked and safe to talk to. It is as follows:

Blue lanyard = member of staff (DBS checked)

Green lanyard = DBS checked volunteer (including governors)

Red lanyard = not DBS checked (usually contractors and one off visitors) These visitors will always be supervised by a member of staff.

### **Single central record (SCR)**

Newchurch keeps a Single Central Record which records all staff, including agency and third-party supply staff and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school.

The SCR is checked by the headteacher and safeguarding governor at periods throughout the year.

### **Staff suitability**

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

### **Sports clubs and extracurricular activities**

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to Social Care or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

### **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.

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)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)

Whilst professionals can NOT 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) for Safeguarding**

The role of the Designated Safeguarding Person (DSL) was specified in the Children Act (2004) which stated that every organisation must have a "named person" for safeguarding children and young people. The DSL therefore must be a member of the Senior Leadership Team within school. The DSL role is one of great importance, with this member of staff being a champion of safeguarding and a source of support for all school staff. There must also be a 'Deputy DSL' who is equally trained to the DSL, who can deputise for the DSL in their absence and must be available to staff if needed.

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

**The name of the Designated Safeguarding Lead for Newchurch Community Primary is:**

**Jayne Narraway (Headteacher).**

**Telephone number: 01925 763427**

**Email: [newchurch\\_primary\\_head@warrington.gov.uk](mailto:newchurch_primary_head@warrington.gov.uk)**

**The name of the Deputy Designated Safeguarding Lead for Newchurch Community Primary is:**

**John Duckett (Deputy Headteacher)**

**Telephone number: 01925 763427**

**Email: [newchurch\\_deputy@warrington.gov.uk](mailto:newchurch_deputy@warrington.gov.uk)**

**The name of the Deputy Designated Safeguarding Lead for Newchurch Community Primary is:**

**Rachel Sizer**

**Telephone number: 01925 763427**

**Email: [rsizer@newchurchprimary.co.uk](mailto:rsizer@newchurchprimary.co.uk)**

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.

- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To Social Care where abuse and neglect are suspected, and support staff who make referrals Social Care
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker.
  - Understanding the academic progress and attainment of these pupils.
  - Maintaining a culture of high aspirations for these pupils.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.

- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### **The Safeguarding Team approach to safeguarding children**

This is considered to be the best practice to managing safeguarding at school level. Practically, there is always cover for absence and a number of professionals trained to know what to do if there were concerns about the safety or wellbeing of a child. It also encourages a culture of working collaboratively and making decisions together, with the child at the heart of the team's practice. The team approach is supportive to the DSL, who will as a result of a team structure, no longer works in isolation and take the sole responsibility for safeguarding.

Importantly, the DSL leads the safeguarding team and on a day to day basis, decisions will be made by the DSL. Team members need to be clear of their role within the team and what is expected from them. Debriefing and reflective practice is an important part of safeguarding practice and should be routinely built into safeguarding team meetings.

### **Meet the Safeguarding Team at Newchurch Community Primary School**

Newchurch Community Primary School operates a safeguarding team approach with a split focus on both early help and child protection.

- Jayne Narraway , DSL (Headteacher)
- John Duckett, Deputy DSL (Deputy Headteacher)
- Rachel Sizer, Deputy DSL
- Anthea Ray, Safeguarding Governor

### **Key Functions of the Safeguarding Team**

The DSL will lead the safeguarding team and allocate tasks to safeguarding team members via regular team meetings. The DSL will have management oversight of the safeguarding work completed by the safeguarding team. Below is a list of some of the tasks that the DSL may ask team members to undertake:

- Complete 'early help' assessments e.g. CAF, TAF or ECAF, contribute to Combined Assessments, complete DASH risk assessments (in relation to Domestic Abuse), complete CSE screening tool.
- Make contact with Children's Social Care/ Multi Agency Safeguarding Hub (MASH) when there is an identified child protection issue.
- Make referrals to appropriate statutory and non-statutory services for support.
- Support to children and their families by taking the Lead Professional role.
- Attend and deliver Safeguarding Training (whole school training)
- Challenge practice and decisions in line with the LSCB Escalation Policy
- Have a thorough understanding of the thresholds for support from Children's Social Care e.g. Children in Need of protection and children in need of care
- Support each other (debriefing opportunities and reflective learning opportunities)
- Champion and know who your vulnerable children are. The Vulnerability Risk Register should be reviewed at Safeguarding Team meetings on a regular basis.

### **The role of the Governing Body**

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

The governing body has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of Keeping Children Safe in Education.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing body itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of Looked After Children and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.



- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

### **The Role of the 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 nominated governor for Safeguarding at Newchurch Community Primary is Mrs Anthea Ray.**

The nominated governor is responsible for liaising with the Headteacher / 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 link governor to supervise the DSL; the link 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. This will be achieved by holding a termly meeting between the DSL and the nominated governor.

### **Multi-agency working**

Newchurch contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

Newchurch will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for Social Care from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing Child Sexual Exploitation.

### **Information sharing**

Newchurch recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

### **Concerns about staff members and safeguarding practices**

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the headteacher. If the concern is with regards to the headteacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

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

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”, as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

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

If an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

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 person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO and HR business partner, without notifying the Headteacher first.

The school will comply with Warrington Safeguarding Partnership Board procedures in respect of managing all allegations against members of staff who work with children.

**Headteacher:** Mrs Jayne Narraway;

Email: [newchurch\\_primary\\_head@warrington.gov.uk](mailto:newchurch_primary_head@warrington.gov.uk);

Telephone: 01925 763427

**Chair of Governors:** Mrs Rachel Burns

Email: [rburns@newchurchprimary.co.uk](mailto:rburns@newchurchprimary.co.uk)

**Operational LADO:** Beki Byron;  
Email: lado@warrington.gov.uk  
Telephone: 01925 442079

**Senior LADO:** Fiona Cowan;  
Email: fcowan@warrington.gov.uk  
Telephone: 01925 443101

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

If any school staff member has a concern about a child they **MUST** notify the DSL without delay, or in the absence of the DSL, the Deputy DSL or member of the safeguarding 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.

Staff must log their concerns on CPOMS which will alert all the DSLs. The log 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 log on CPOMS 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 information on CPOMS if they have concerns about a child or following a disclosure. This procedure should be followed without exception.

The DSL will ensure that all members of staff will have annual training in CPOMS and ensure that any new members of staff are trained as part of their induction process.

If a child is in immediate danger of significant harm, a teacher can make a referral in the absence of the DSL. The DSL must be informed as soon as possible following the referral.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

To report any safeguarding concerns about a child or young person to Children's Safeguarding/Social Work Team ring 01925 443322. Outside of office hours ring 01925 444400. If you believe a crime has been committed contact the police on 101. We all have a responsibility to be alert to possible concerns and act to safeguard others in our families and communities who may be less able to protect themselves.

If a referral is need to be made, use the multi-agency request services (MARS) form to refer the child you think may be vulnerable or at risk. This is the link to submit the form online:

[http://www.proceduresonline.com/pancheshire/warrington/p\\_referrals.html](http://www.proceduresonline.com/pancheshire/warrington/p_referrals.html)

Back all referrals up with an email to [childreferral@warrington.gov.uk](mailto:childreferral@warrington.gov.uk)

## Expectations of staff at Newchurch Community Primary School

All adults who work with children will:

- Read and follow the procedures written within this Safeguarding 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).
- Read and follow the Staff Handbook and expectations around staff conduct.
- Be supportive to the development and implementation of Individual Support Plans, Early Help and Family Support 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 procedures written within this policy. CPOMS and give the record to the Designated Safeguarding Person; in the absence of the DSL give to the Deputy DSL or a member of the School's Safeguarding Team.
- Deal with a disclosure of abuse from a child in line with Part Two of the policy - you must inform the Designated Safeguarding Person immediately, and provide a written account on CPOMS as soon as possible;

### Curriculum

At Newchurch, we ensure to teach the children about safeguarding, including online safety as part of our broad and balanced curriculum. Relevant issues are covered through our Relationships and Sex Education and through our bespoke Personal, Social, Health and Economic (PSHE) education. In addition to this, assemblies include ways of safeguarding themselves and visitors such as the NSPCC and the police are used to communicate how the children can keep themselves safe. Pupil conferencing is used regularly to monitor the children's understanding of how they can keep themselves safe. This is reported to the safeguarding governor.

### Whistleblowing

Please see the separate and specific policy in relation to Whistleblowing, which is part of the safeguarding suite of documents. Should a member of staff have concerns about the behaviour of a colleague or concerns related to policy and practice, action should be taken. The key principles are that all staff should be aware of their duty to raise concerns, where they exist, about the management of child protection and safeguarding, which may include the attitude or actions of colleagues or 'culture' within the school. If it becomes necessary to consult outside the school, they should speak in the first instance the Local Authority Designated Officer (LADO).

Key contacts:

Fiona Cowan (LADO) 01925 443101

Beki Byron (LADO) 01925 442079

NSPCC whistleblowing helpline 0800 028 0285

### Safeguarding Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a **termly** basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Peer-on-Peer Abuse Policy and procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behaviour Management Policy.
- The Children Missing Education Policy, including the safeguarding response to children who go missing from education.

- Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s).

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to Social Care.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

Midday Assistants are provided with annual safeguarding training by the DSL. Regular Volunteers supporting the children in school receive a safeguarding induction following their DBS check and prior to starting their work with the children.

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 person 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/ Headteacher. 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. These should be scanned and uploaded to CPOMS.
- ✓ Check that you have understood correctly what the child is trying to tell you by clarifying the facts.
- ✓ Thank the child for telling you. 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 person needs to know.
- ✓ As soon as you can afterwards, make a detailed record of the conversation on CPOMS 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

**Source:** Working Together to Safeguard Children; p10; (2018)

### **Record keeping and confidentiality**

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, quality assure 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.

All recorded child protection concerns must be passed to the DSL following completion of the correct form (Appendix 1) as soon as possible. The DSL will need to make a professional judgement about what action needs to be taken. These documents will be scanned and saved to CPOMS. The scanned copy will be permanently deleted.

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 and stored until the child's 25th birthday.

As a guide, the pupil's child protection or early help file should contain:

- 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 school's DSL. Best practice would recommend a handover meeting to ensure that all relevant information is shared.

## **Part 2: 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.

**Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete a log on CPOMS.**

### **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. Part of school safeguarding procedures should include effective ways to identify emerging problems and potential unmet needs for individual children and families.

This requires all professionals, including those in schools 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. CAF, TAF or ECAF); 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.

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory Education Health Care plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.



- Have returned home to their family from care.
- Are at risk of Honour Based Abuse, such as Female Genital Multilation or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the Warrington Early Help process and understand their role in it. The DSL will take the lead where Early Help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to Social Care for assessment for statutory services if the pupil's situation is not improving or is worsening.

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 logged on CPOMS.**

The Designated Safeguarding Lead (DSL) and safeguarding team members 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 Family Support Plan where appropriate. The Early Help Team contact details are:

Telephone: 01925 443136

Email: [earlyhelpsupport@warrington.gcsx.gov.uk](mailto:earlyhelpsupport@warrington.gcsx.gov.uk)

### **The Voice of the Child**

Where there is a safeguarding concern, the child's wishes and feelings must be taken into account when determining what action to take and what services to provide. Within the referral procedure, the child's views are to be captured. All systems should operate with the best interests of the child at heart.

### **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 will be informed about our Safeguarding policy through school newsletters, notice boards and via 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. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other 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.

**Neglect** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child

with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to 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 defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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, but it may also 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** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

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 defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent 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.

All staff will be aware of the indicators of abuse and neglect. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

### **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' persons
- Failure to prioritise the child's needs above that of their own.

**Bullying** is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. Staff should recognise this as a potential child protection issue and follow the school's **Anti Bullying Policy**.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

### **Keeping children safe online**

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. The schools approach to keeping children safe from abuse and harm online is set out in the **E Safety Policy**, which should be read in conjunction with this policy.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

School staff should consult the non-statutory guidance, ***‘Teaching online safety in school ‘Guidance supporting schools to teach their pupils how to stay safe online within new and existing school subjects’ (June 2019)***. Children also need to be supported with the skills to keep themselves safe online, as they increasingly live their lives in a digital world. Useful information can be found in ***‘Education for a connected world framework: A framework to equip young people for digital life (UKCCIS, 2018)***. This guidance offers specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Schools should ensure that appropriate filters and monitoring systems are in place to keep children safe online in line with Keeping Children Safe in Education (2021). Keeping children safe online is a priority for the school who work in partnership with NSPCC and use their resources for children and parents e.g. the Netaware App.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil’s online activity

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing terrorist and extremist material, in accordance with the school’s Data and E-Security Breach Prevention and Management Plan.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.

The school will ensure that the use of filtering and monitoring systems does not cause “over blocking” which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

Where pupils need to learn online from home, the school will support them to do so safely in line with the **Pupil Remote Learning Policy** and government **guidance**.

### **Mobile phone and camera safety**

Staff members will not use personal mobile phones or cameras when pupils are present.

Staff may use mobile phones on school premises outside of working hours when no pupils are present.

Staff may use mobile phones in the staffroom during breaks and non-contact time.

Mobile phones will be safely stored and in silent mode whilst pupils are present.

Staff will use their professional judgement in emergency situations.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present. On trips, the school mobile phone will be used.

Mobile devices will not be used to take images or videos of pupils in any circumstances.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

The Data Protection Officer will oversee the planning of any events where photographs and videos will be taken. Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the DSL to determine the steps involved.

The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

There is a recognition that children may access the internet via their own personal mobile phones through the 3G or 4G network, and therefore our E Safety Policy also provides guidance for children accessing the internet whilst they are in school. For further information please see the school and NSPCC website and the schools online/E safety Policy.

The following search engines are used to ensure the children are kept safe;

<http://www.kidrex.org/>

<http://www.askkids.com/>

### **Fabricated Induced Illness (FII)**

FII is the fabrication or induction of illness in children by a carer. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **fabrication** of signs and symptoms. This may include fabrication of past medical history;
- **fabrication** of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include **falsification** of letters and documents;
- **induction** of illness by a variety of means.

**Child Sexual Exploitation (CSE)** is a form of child 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 for the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

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. Pupils who are victims of sexual exploitation require inter-agency working.

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.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Staff will be aware of and look for key indicators of children being sexually exploited can include:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant

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 person 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 person 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 person 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 person 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.

All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Please see appendices for links to additional information on CSE and the CSE Risk Assessment and screening tool.

### **Sexually Harmful Behaviour and Harassment**

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 behaviour may include:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

Sexually harmful behaviour occurs when a young person (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 person sexually abuses an adult.

**Source: This definition is taken from: CALDER, M et al; Juveniles and children who sexually abuse; p5.**

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 person receiving the initial account on Initial Concern Form (Appendix 1) and passed to the DSL. The DSL will assess the level of concerns about the behaviour if a referral to Social Care is appropriate.

### **What do we mean by sexual violence and sexual harassment between children?**

The departmental advice, when referring to sexual violence refers to sexual offences as described under the Sexual Offences Act 2003. This includes rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.



- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

The advice sets out that sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline, inside or outside of school. It is likely to violate a child’s dignity, makes them feel intimidated, degraded or humiliated creates a hostile, offensive or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

Schools should record such incidents appropriately and make clear how the incidents have been dealt with, including any referrals to the Police and Social Care. Schools should be aware of their obligations under the Human Rights Act 1998 (HRA):

It is unlawful for schools to act in a way that is incompatible with the European Convention of Human Rights. These rights include:

- Article 3: the right to be free from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals’ physical and psychological integrity;
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination; and
- Protocol 1, Article 2: protects the right to an effective education.

Being subject to sexual violence or sexual harassment may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

## Upskirting

Staff need to be aware of changes to the Voyeurism (Offences) Act 2019 which criminalises the act of 'upskirting'. It is an offence to operate equipment for the purpose of upskirting. 'Operating equipment' includes, enabling or securing activation by another person without that person's knowledge.

'Upskirting' refers to the act of taking a picture or video beneath a person's clothing, without their knowledge, or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

### **Domestic Violence or Abuse**

Newchurch is linked to Operation Encompass which ensures that a 'named adult' will be informed that a child or young person has been involved in or witnessed a domestic incident. Initially, an email will be sent to the named DSL using a secure email address. At Newchurch, this is the head and deputy. This will alert the DSL to the fact that they receive an Operation Encompass phone call that day. This knowledge, given to school through Operation Encompass, allows the provision of immediate early intervention through 'overt' or 'silent support', depending upon the needs and wishes of the child.

Domestic abuse is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. 'Abusive behaviour' includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. 'Personally connected' includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.
- The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Controlling behaviour is: a range of acts designed to make a person 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.

If you have concerns of this nature, ensure that you share this with the DSL and make a note on CPOMS.

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

Child abduction is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

### **Child Criminal Exploitation (CCE)**

Child Criminal Exploitation is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE and that CCE may be in effect even if the criminal activity appears consensual, and can happen through the use of technology.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

### **Identifying cases**

School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing

- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

### Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy. The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

### Teenage Relationship Abuse

Since March 2013, the Home Office definition of domestic violence now includes 16 – 18 year olds. However, this type of abuse can occur in any relationship. Teenage relationship abuse may include the following features:

Emotional Abuse	Physical Abuse	Sexual Abuse	Financial Abuse
Constant insults and name calling; Isolation from friends and family;  Checking up on partners all the time (Inc. checking emails, texts, social networking sites etc.)  Making the person feel responsible for the abuse;  Controlling what someone wears or where they go	Hitting, punching, pushing, biting, kicking, using weapons etc.	Forcing someone to have sex  Unwanted kissing or touching  Being made to watch pornography without consent  Pressure not to use contraception	Taking/controlling money  Forcing people to buy them things  Forcing partners to work or not to work

### Warning Signs of Relationship Abuse might include:

- Physical signs of injury / illness
- Truancy, failing grades
- Withdrawal, passivity, being compliant
- Changes in mood and personality
- Isolation from family and friends
- Frequent texts and calls from boyfriend / girlfriend
- Inappropriate sexual behaviour / language / attitudes
- Depression
- Pregnancy
- Use of drugs / alcohol (where there was no prior use)
- Self-harm

- Eating disorders or problems sleeping
- Symptoms of post-traumatic stress
- Bullying / being bullied

### **Signs of Relationship Abuse to look out for:**

- Being late for school / not attending (especially if abuser attends same school)
- Arriving early / staying late to avoid abuser
- Not focused in lessons as s/he is preoccupied and worried
- Very gendered expectations of career and achievement
- Feeling unsafe as afraid of being traced by abuser via school
- Disturbed sleep affecting concentration
- Appearing isolated and removed
- Worried that everyone at school knows what is happening

### **Substance Misuse**

Pupils affected by their own or other's drug misuse should have early access to support through the school'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.

### **Faith Abuse**

Faith abuse is where certain kinds of child abuse are linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Child abuse can also occur in culture or faith contexts in general, this can include female genital mutilation, forced marriage, excessive physical punishment or abuse relating to gender, sexuality, ethnicity, nationality, disability or other differences recognised within social or cultural beliefs. Abuse in any culture or faith context is not acceptable and is child abuse. School staff should follow the procedures and share any concerns with DSL and complete and Initial Concern Form (Appendix 1), if it is suspected that a child is at risk of this type of abuse.

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

Female Genital Mutilation is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- 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.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has

already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

### **'Honour-based Violence (HBV)**

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community, including female genital mutilation, forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse and should be handled and escalated as such.

If a member of staff has concerns regarding a child that might be at risk of HBV or who has suffered HBV, they should speak to the DSL. As appropriate, the DLS will activate local safeguarding procedures, using the local protocols for multiagency liaison with police and children's social care.

### **Forced Marriage**

#### **Forced marriage**

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.

- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be trained about the issues surrounding forced marriage and the signs to look out for.

## **Radicalisation**

For the purposes of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.



For the purposes of this policy, **“extremism”** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **“terrorism”** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### **The Prevent duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as **“the Prevent duty”**. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

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The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

### **Training**

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### **Risk indicators of vulnerable pupils**

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural and/or religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using video calling software)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature or other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal or illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?

- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

### **Important contact information**

The Local Prevent Officer is **Brendan McKrilly** (Prevent Coordinator) and can be contacted on **01606362147**

The Local Authority Single Point of Contact for Prevent is **Stephen Gillham**, who can be contacted on **01925 442216** and [sgillham@warrington.gov.uk](mailto:sgillham@warrington.gov.uk)

The Counter Terrorism Case Officer for Prevent in the North West is **DC Andy McIntyre** Office 01606 36 5239 Mobile 0777 551 6940 [andrewmcintyre@cheshire.pnn.police.uk](mailto:andrewmcintyre@cheshire.pnn.police.uk)

Newchurch, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead (DSL).

**The Single Point of Contact (SPOC) for Newchurch Community Primary School is Jayne Narraway and can be contacted on 01925 763427.** Please see explanatory notes about the role of the SPOC in Appendix 2.

### **Channel**

Safeguarding children is a key role for both the school and the Local Authority, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In line with statutory duties, the school will cooperate with the local Channel Prevent panel and all partners of the panel as much as is appropriate and reasonably practical.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the DSL will contact the Channel programme. The channel contact for Cheshire Police is **Lesley Price**, who can be contacted on **01606 365986** E-mail: **Lesley.Price@cheshire.pnn.police.uk** The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to Social Care.

The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

### **Building children's resilience**

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices, and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making and enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

### **Resources**

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

### **Peer-on-peer abuse**

Peer-on-peer abuse is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in the Child Protection and Safeguarding Policy's statement of intent.

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of peer-on-peer abuse are outlined in the Peer-on-Peer Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

### **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to affect their educational achievement. Sexual violence and harassment exists on a continuum and may overlap, they can occur online and offline and are never acceptable. All children should be taken seriously and offered appropriate support. Girls, children with SEND and LGBT children are at greater risk.

Sexual violence includes: rape, assault by penetration and sexual assault without consent. Consent is having the freedom and capacity to choose. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online or offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment includes:

- Sexual comments;
- Sexual jokes or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothing and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, such as:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats

### **Harmful sexual behaviours**

The term "**harmful sexual behaviour**" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is a difference of two years or more, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

The initial response is to ensure the child knows they are being taken seriously and that they will be supported and kept safe. This should be reported to the DSL who will follow the necessary procedures.

### **A preventative approach**

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- LGBTQ+ identities and relationships
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

### **Awareness**

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and issues that disproportionately affect a certain gender, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

LGBTQ+ pupils are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

### **Support available if a child has been harmed, is in immediate danger or at risk of harm**

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Social Care.

Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

### **Support available if early help, section 17 and/or section 47 statutory assessments are appropriate**

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

### **Support available if a crime may have been committed**

Rape, assault by penetration and sexual assault are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to Social Care. The DSL will be aware of the local process for referrals to both Social Care and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

### **Support available if reports include online behaviour**

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

### **Managing disclosures**

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of Social Care where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the pupil chose to disclose the information to is in a position of trust.



- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the pupil with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the pupil presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

### **Anonymity**

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

### **Risk assessment**

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other pupils at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

### **Taking action following a disclosure**

The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the pupils involved.
- Any power imbalance between the pupils.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a pupil's life that threaten their safety and/or welfare.
- The best interests of the pupil.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other pupils involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Where a pupil is found to have been involved in harmful sexual behaviour, e.g. non-consensually sharing indecent imagery of another pupil, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

### **Managing the report**

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to Social Care or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- The age of consent is 16.
- A child under the age of 16 can never consent to sexual activity.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

### **Managing internally**

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

### **Providing early help**

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

### **Referral to Social Care**

If a pupil has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to Social Care. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with Social Care.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with Social Care to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If Social Care decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the pupil to be in immediate danger or at risk of harm.

If the school agrees with the decision made by Social Care, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

### **Reporting to the police**

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to Social Care. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the pupil with any decision they take, in unison with Social Care and any appropriate specialist agencies.

The DSL and governing body will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

### **Bail conditions**

Police bail is only used in exceptional circumstances. It is unlikely that a pupil will be placed on police bail if alternative measures can be used to mitigate risks.

The school will work with Social Care and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the school will work with Social Care and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

### **Managing delays in the criminal justice system**

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

### **The end of the criminal process**

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

### **Ongoing support for the victim**

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

### **Ongoing support for the alleged perpetrator**

Any decisions made regarding the support required for an alleged perpetrator will be made with the following considerations in mind:

- The terminology the school uses to describe the alleged perpetrator
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary
- Their age and developmental stage
- What a proportionate response looks like
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials
- What the outcome of the investigation was

When making a decision, advice will be taken from Social Care, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

If the reported abuse is found to have taken place, the school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

### **Disciplining the alleged perpetrator**

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and Social Care will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.

The school will be clear whether action taken is disciplinary, supportive or both.

### **Shared classes**

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

### **Working with parents and carers**

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

### **Safeguarding other children**

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator, and that harassment from friends of both parties could take place via social media, and will do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both the victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

### **Communication and confidentiality**

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies. Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual

harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

**Sexting (consensual and non-consensual sharing of nude and semi-nude images and/or videos)** is defined as the sharing between pupils of sexually explicit content, including indecent imagery.

Indecent imagery is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

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

- naked pictures or 'nudes'
- 'underwear shots'
- sexual or 'dirty pics'
- 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.

The school will ensure that staff are aware to treat the sharing of indecent images of pupils through sexting as a safeguarding concern. As part of their annual safeguarding training, staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. The school will use the Brook Sexual Behaviours Traffic Light Tool (<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>) .

Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of pupils is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible.

Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the a member of the Educational Safeguarding Team or a member of the Safeguarding Team
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery

Where the incident is categorised as ‘aggravated’, the situation will be managed in line with procedures outlined in the ‘allegations of abuse against other pupils (peer-on-peer abuse) detailed in this policy.

Where the incident is categorised as ‘experimental’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident.

Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to Social Care.

Further information can be found in the Appendices with also link to Child Exploitation Online Protection Service. (CEOPS)

### **Context of safeguarding incidents**

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to Social Care.

### **Pupils potentially at greater risk of harm**

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

### **Pupils who need social workers**

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil’s safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

### **Home-educated children**

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

### **Looked After (LAC) and Previously Looked After (PLAC)**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

### **Pupils with SEND**

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

### **Use of the school premises for non-school activities**

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances.

Where the governing body provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing body will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease

or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

### **Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to Social Care or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

### **Homelessness**

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to Social Care where a child is being harmed or at risk of harm.

### **Private Fostering**

A private fostering arrangement is when a child under the age of 16 (18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. This is a private agreement between a parent and another adult and private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family. It is not private fostering when a child is living with a close relative such as a parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Private fostered children could include:

- children or young people who are sent to this country for education, health care by their birth parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who stay with a host family during the holidays.

All professionals have a duty to notify the Local Authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the Local Authority has been or will be notified of the arrangement by the parent or carer. Some of these arrangements may be recent; some may have been in existence for some time as the parent and carer may not be aware that it is a private fostering arrangement, and so not aware of the need to inform the local authority.

### **County Lines**

County lines refers to organised criminal networks or gangs exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owning a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

### **Cyber-crime**

Cyber-crime is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

### **Online safety and personal electronic devices**

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

### **Communicating with parents**

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.

The school will also make it clear to parents what their children are being asked to do online for school.

### **Reviewing online safety**

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

### **Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

### **Serious Violence**

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance

- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to, the following:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

### **Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

### **Pupils required to give evidence in court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Pupils will be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

### **Contextual safeguarding**

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to Social Care.

### **Children absent from education**

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The school will follow the DfE's guidance on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

### **Admissions register**

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives



- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

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

For the purposes of this policy, **"child abduction"** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

### **Children Missing from Education**

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing in education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education

**The Local Authority officer responsible for CME is David Sampson, who can be contacted on 01925 442928.**

A child going missing from education is a potential indicator of abuse or neglect. School staff members should follow the procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. However, if a child is in immediate danger or at risk of harm, a referral should be made immediately to children's Social Care (and the police if appropriate). Local authority officers responsible for CME should check that a referral has been made and, if not, they should alert children's Social Care.

**Requirement for schools (From September 2016) in line with statutory guidance *'Children Missing Education: Statutory guidance for Local Authorities'* (2016).**

All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations<sup>1</sup> (Appendix 8). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When removing a pupil's name, the notification to the local authority must include:

- (a) The full name of the pupil,
- (b) The full name and address of any parent with whom the pupil normally resides,
- (c) At least one telephone number of the parent,
- (d) The pupil's future address and destination school, if applicable, and
- (e) The ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Appendix 8).

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Appendix 8).

The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

### **Admissions register**

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Two emergency contact details will be held for each pupil where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.

- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

The school will also highlight any other necessary contextual information, including safeguarding concerns.

This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made. When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

## **Modern Slavery**

Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking. Traffickers and slave drivers coerce, deceive and force individuals against their will into a life of abuse, servitude and inhumane treatment. This can include CCE, CSE and other forms of exploitation. A large number of active organised crime groups are involved in modern slavery. But it is also committed by individual opportunistic perpetrators.

**Slavery is:** 'the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised'. (*Convention to Suppress the Slave Trade and Slavery 1926*)

**Forced or Compulsory Labour is:** 'all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily' (*Convention Concerning Forced or Compulsory Labour, 1930 (No.29)*)

Labour is the provision of any service, not just manual labour.

**Servitude is:** 'an obligation to provide a service that is imposed by the use of coercion'.

**Human Trafficking is:** Although many people think of human trafficking as only affecting adults it affects children as well. Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

It is also not just about trafficking adults and children across national borders, human trafficking can take place anywhere.

The trafficking of human beings involves the movement of a person from one place to another for the purpose of exploiting them using deception, coercion, the abuse of power or the abuse of someone's vulnerability. People can be trafficked in order to exploit them for sexual purposes, forced labour, domestic servitude or organ harvesting.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

### **Monitoring and review**

This policy is reviewed at least annually by the DSL and the headteacher. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is September 2024.



<b>Name of child:</b>		<b>Cohort:</b>	
<b>Name of member of staff completing the form:</b>		<b>Date and time of completion of form:</b>	

- *Record exactly what has been said in the child's own words. Do not ask leading questions but clarify the facts. Reassure the child that they have done the right thing and that you will share this information with the DSL.*
- *Include who else was present when the disclosure was made.*
- *NB: Do not investigate this disclosure and DO NOT contact parents if there is a disclosure of a physical or sexual nature that implicates a family member. Pass this form to the DSL without delay.*

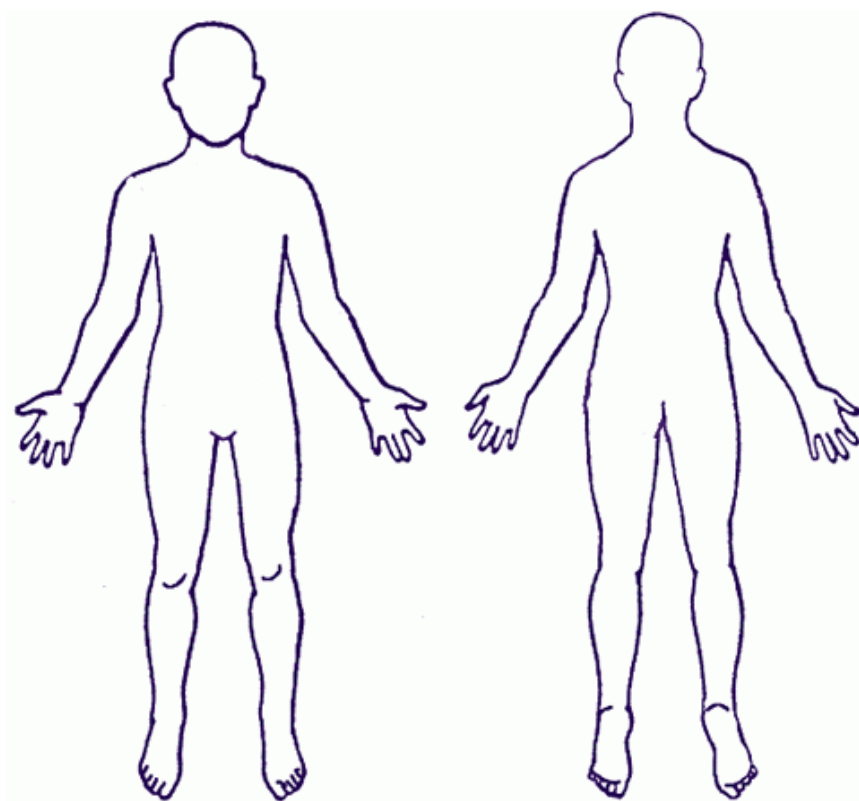
Member of staff making the report: \_\_\_\_\_ Signed: \_\_\_\_\_

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Dealt with by: \_\_\_\_\_ Position: \_\_\_\_\_

**Further Action**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

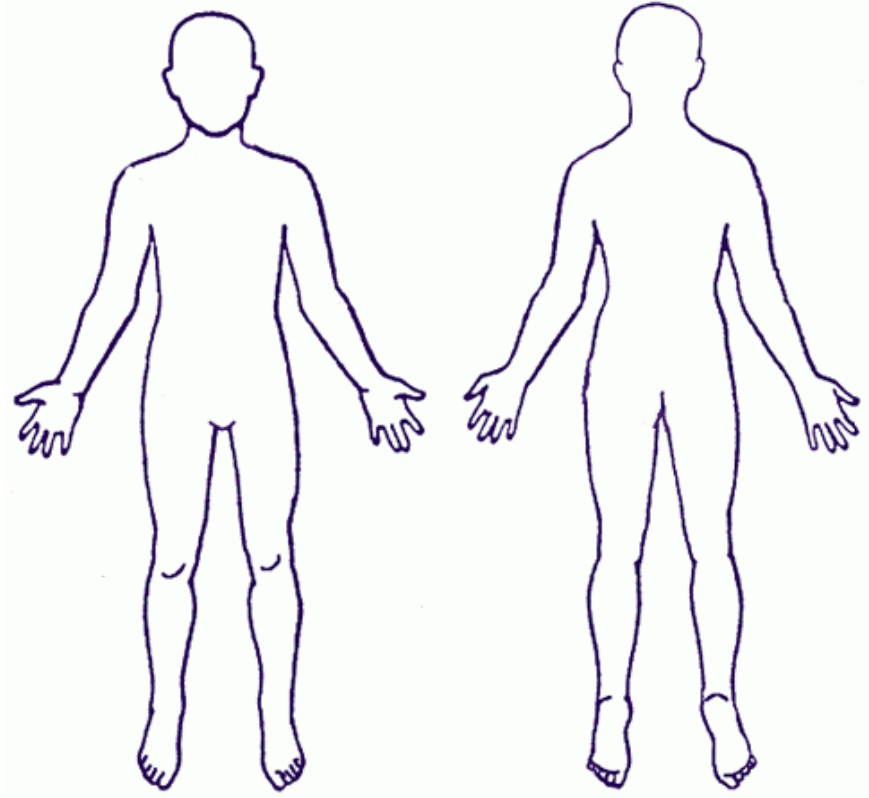


Staff debriefing conducted

Yes/No (*delete as appropriate*)



<b>Further Action</b>	
Signed: _____ Date: _____	



Staff debriefing conducted	Yes/No <i>(delete as appropriate)</i>
Additional support required	Yes/No <i>(delete as appropriate)</i>
Additional support requested	Yes/No <i>(delete as appropriate)</i>



Signed: \_\_\_\_\_ DSL

Signed: \_\_\_\_\_ Member of staff

### Multi-agency Referral Form (MARS)

This joint assessment referral form should be used when an agency considers that a child has needs which cannot be met solely by that agency, and where co-ordinated intervention is required to promote, safeguard or protect the welfare of the child/children concerned.



#### WARRINGTON JOINT-AGENCY ASSESSMENT AND REFERRAL FORM

*This joint-agency assessment and referral form should be used when an agency considers that a child has needs which cannot be met solely by that agency, and where co-ordinated intervention is required to promote, safeguard or protect the welfare of the child/children concerned*

Completed by: ..... Date: .....

Designation & Agency: ..... TEL:.....

Address of referrer: .....

#### CHILD DETAILS:

Family surname(s) (or alias): .....

Name(s) of child(ren)	M/F	DOB	Nursery/School	Ethnicity	Religion
-----------------------	-----	-----	----------------	-----------	----------

.....	.....	.....	.....	.....	.....
-------	-------	-------	-------	-------	-------

.....

.....

.....

**Address:** .....

Parent's first language: ..... Is an interpreter or signer required: .....

GP name & address: ..... NHS no: .....

**FAMILY DETAILS:**

Parents names (forename and family name/surname)	DOB	Parental responsibility
--	-----	-------------------------

Mother: .....	.....	<input type="checkbox"/> Yes <input type="checkbox"/> No
---------------	-------	--

Father: .....	.....	<input type="checkbox"/> Yes <input type="checkbox"/> No
---------------	-------	--

Other significant adults in the household	DOB	Relationship & nature Of care given
---	-----	--

.....	.....	.....
-------	-------	-------

.....	.....	.....
-------	-------	-------

**Previous address of the family:**

.....

If immediate protective action is required, a child protection referral must be made by telephone/visit to the local services office. This joint-agency form must be completed and forwarded to social services following the telephone referral. Within 48 hours a copy should also be sent to the referrer's manager if agency procedure so requires.

Information on statutory status:  Child/young person or other child(ren)/young person(s)  in family is/has been on a disability register: .....	Please give details:       Yes / No
Child/young person has Statement of Educational Need Yes / No .....	
Child/young person or other child(ren)/young person(s)  in family is/has been on a child protection register: .....	
Child/young person or other family member(s) has/  Have been looked after by a local authority:	
Yes / No .....	
Reason for referral to social services (please indicate if previous referrals have been made and attach any relevant information):	

DETAILS OF OTHER AGENCIES INVOLVED WITH THE FAMILY/CHILD(REN):			
Agency	Names	Address and tel no.	Current involvement

**Summary of main areas of concern:**

(to be completed by professionals who have access to the following information):

**Child's health and development:****Parenting skills:****Family and environmental factors:**

**Please outline the work undertaken by your agency to assist this child/family.** *Please also include any contact, which has been made with other agencies in respect of this referral, and provide details of any joint work.*

**ADDITIONAL INFORMATION:**

**What are the child's views about this referral?**

Does the child consent to the sharing of information between agencies?

☐ Yes

☐ No

**What are the parents' views about your concerns and this referral?**

Please detail any special needs or circumstances of any family member, which may affect this referral or communication and understanding between the family and professional agencies.

I agree for this referral to be made to Social Services and understand that they will contact other agencies, including my doctor, my child's school and health visitor, as part of the assessment.

**Signed:** .....(Parent/Carer) **Date:** .....

**Signed:** .....

**Designation:** .....

**Forwarded to:** .....

**Copy to:** .....

Date: .....

**Please return this form to:** Duty and Assessment Team, Buttermarket Street, New Town House, Warrington.

Tel: 01925 443400 Fax: 01925 443112

EMAIL : [childreferral@warrington.gov.uk](mailto:childreferral@warrington.gov.uk)

#### RESPONSE OF SOCIAL SERVICES TEAM

***Acknowledgement to be returned to the referring agency within seven working days***

Name of child: .....
Address: .....
..... postcode:.....

**The needs of this child have been considered and the following action is to be taken.**

Action	Comments ( <i>please give details</i> )
No further action by social services.	
Provision of information and advice.	
Referral out to other agencies.	
Initial assessment.	
Provision of services under Section 17.	
Core or specialist assessment required.	
Initial Planning Meeting under Section 17.	
Consideration under Child Protection Procedures under Section 47.	

Other comments.	
-----------------	--

Copy to (Referring agency): ..... Date: .....

Signed: .....  .....

Name (*print*): ..... Designation:.....

### **Preventing Violent Extremism- Roles and responsibilities of the single point of contact (SPOC)**

The SPOC for Newchurch Community Primary is Jayne Narraway (DSL) who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of staff at Newchurch Community Primary in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students pupils into the Channel\* process;
- attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

*\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Cheshire Police Counter-Terrorism Unit, and it aims to:*

*Establish an effective multi-agency referral and intervention process to identify vulnerable pupils; Safeguard pupils who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and Provide early intervention to protect and divert pupils away from the risks they face and reduce vulnerability.*

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

Multi Agency Safeguarding Procedures <http://www.online-procedures.co.uk/pancheshire> (amend if this is not your LSCB)

<http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

What to do if you suspect a child is being sexually exploited Ref: DFE-57517-2012  
(Statutory Guidance 2012)

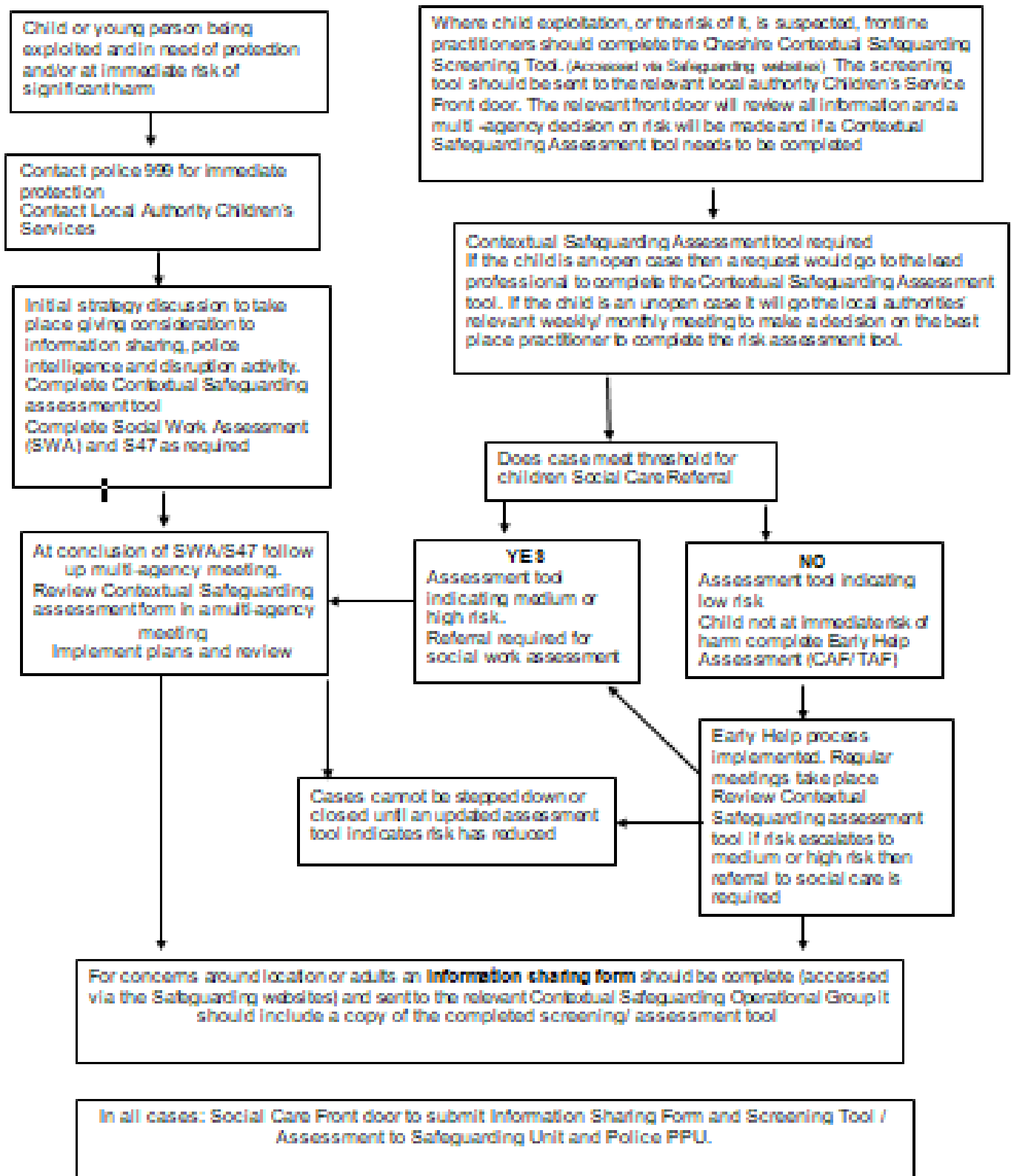
Safeguarding children and young people from sexual exploitation  
(Statutory Guidance 2009)

<http://www.online-procedures.co.uk/wp-content/uploads/2014/09/LSCB-Child-Sex-Exploitation-Protocol-November-2013-Generic.pdf>





## CHESHIRE CONTEXTUAL SAFEGUARDING PATHWAY 2019



## Appendix 5: CHESHIRE CONTEXTUAL SAFEGUARDING ASSESSMENT TOOL



This Contextual Safeguarding Assessment Tool should be used by all professionals working with children. Exploitation does not always involve physical contact as it can also occur through the use of technology and can include CSE, modern slavery, human trafficking, violence, radicalisation and extremism and exploitation through County Lines activity.

Many of the indicators are also part of normal teenage behaviours and it is the presence of higher risk factors or multiple other factors which may be indications of exploitation. **However for younger children the presence of any one high risk factor may be seen as a potential indicator of exploitation.**

Professionals need to exercise their own professional judgement when completing the assessment tool. This includes capturing concerns about which they have some evidence **AND** concerns based on their “gut feelings”. Staff should differentiate between the two and explain this in the notes section.

Professionals should feel free to use the tool creatively, including as part of awareness raising work with children or in engaging parents and carers in understanding the issues.

Where Exploitation, or the risk of it, is suspected, frontline practitioners should **always** complete the Cheshire Contextual Assessment Tool and discuss the case with a manager or the designated member of staff for child protection within their own organisation. If, after discussion there remain concerns, a referral **MUST** be made to Children’s Services using the assessment tool via the appropriate routes within the local authorities’ levels of need. **(Contacts at the back page)**

When practitioners have concerns that a child is linked to a perpetrator(s) or other young people at risk of exploitation or has concerns about a location or adult a separate referral to the local Contextual Safeguarding Operational Group/(via your local information form) must also be completed.

Version 1	September 2019	Review September 2020	Owned by Cheshire Strategic Group
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<b>Child's Surname:</b>	<b>Child's forenames:</b>
<b>Gender identity:</b>	
<b>Address(es) of child:</b>	<b>DOB:</b>
<b>Date assessment completed:</b>	<b>School/College:</b>
<b>Who has parental responsibility for the child?</b> <input type="checkbox"/> Parent <input type="checkbox"/> Special Guardian <input type="checkbox"/> Children's Social Care <input type="checkbox"/> Joint Parent & Social Care  <b>Name and Contact Details:</b>	<b>Are there any siblings or other children at the address?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>Details:</b>
<b>Main Language(s) Spoken by the child:</b> <input type="checkbox"/> English <input type="checkbox"/> Other (Please Specify):  <b>Does the child require an interpreter:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Does the child have a disability or communication impairment:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>Details:</b>  <b>Preferred method of communication (e.g. signing, hearing loop, Makaton etc.):</b>
<b>What level is the child currently open to:</b> <input type="checkbox"/> No Plan <input type="checkbox"/> CAF/TAF/Early Help Plan <input type="checkbox"/> Undergoing Social Care Assessment <input type="checkbox"/> Child in Need Plan	

☐ Child Protection Plan

☐ Cared For

☐ S.20

☐ Full Care Order

☐ Interim Care Order

☐ Child in Care of another Local Authority

☐ S.20

☐ Full Care Order

☐ Interim Care Order

Details of potential risks to other children or vulnerable adults; links with other children, associates, perpetrators and locations the child frequents- please provide as much detail as is known (). Please provide names (including nick names), descriptions of possible adult / peer perpetrators and any friendship groups

Was the child involved in completing the Assessment Tool?

☐ Yes ☐ No

If No, Why Not:

What are the child's views now?

<p><b>Was the child's parent/carer involved in completing the Assessment Tool?</b></p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><b>If No, Why Not:</b></p>  <p><b>What are their views now?</b></p>

**ASSESSMENT CHECKLIST/ HIGHLIGHT AND COMMENT (Please note this list isn't exhaustive):**

<b>Abuse / Neglect ▼</b>	
History of abuse or neglect	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Current experience of abuse or neglect	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
<b>Analysis of Risk and Action already taken:</b>	
<b>Abduction ▼</b>	
Thought to have been abducted	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Child states they have been abducted	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
<b>Analysis of Risk and Action already taken:</b>	

**Alcohol/ Drug ▼**

Experimenting with alcohol, drugs or other substances including novel psychoactive substances

☐ Yes ☐ No ☐  
Possible

Regular use of alcohol or drugs – cannabis; novel psychoactive substances

☐ Yes ☐ No ☐  
Possible

Concern that the child is selling and/or providing drugs to others

☐ Yes ☐ No ☐  
Possible

Long term / prolific alcohol or drug use / dependence on alcohol or drugs

☐ Yes ☐ No ☐  
Possible

**Analysis of Risk  
and Action already  
taken:**

**Associations ▼**

Associating with unknown peers/ associating with older peers

☐ Yes ☐ No ☐  
Possible

Associating with unknown adults

☐ Yes ☐ No ☐  
Possible

Associating with an adult or peer thought to pose risk to children

☐ Yes ☐ No ☐  
Possible

Associating with other children thought at risk of being exploited

☐ Yes ☐ No ☐  
Possible

New contacts with people not local to the area

☐ Yes ☐ No ☐  
Possible

Reports that child has been seen in or thought to have visited “hot spot” locations

☐ Yes ☐ No ☐  
Possible

Travelling unaccompanied to meet an adult known to pose risk or an unknown adult

☐ Yes ☐ No ☐  
Possible

Entering vehicles or travelling with an adult known to pose risk/ an unknown adult

☐ Yes ☐ No ☐  
Possible

Associating with peers/adults known for drug intelligence and/or criminality	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Possessing keys to unknown properties	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

Analysis of Risk and Action already taken:	
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### Behaviour/Presentation ▼

Displaying a change in behaviour/ presentation/ mood/ attitude/ appearance	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Volatile/ abusive behaviour / aggression to family member, carer or animal	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Volatile/abusive behaviour/ aggression to member of community/ peer group	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

Analysis of Risk and Action already taken:	
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### Bereavement ▼

Has the child/young person experienced a bereavement or loss impacting upon their behaviour or mental health	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
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Analysis of Risk and Action already taken:	
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**Bullying ▼**

Being bullied

☐ Yes ☐ No ☐  
**Possible**

Bullying others

☐ Yes ☐ No ☐  
**Possible****Analysis of Risk  
and Action already  
taken:****Coercion/Control ▼**

Reduced contact with family or friends

☐ Yes ☐ No ☐  
**Possible**

Detachment/ isolation

☐ Yes ☐ No ☐  
**Possible**

Threats made to child, family or home / child experiencing or threatened with violence or intimidating behaviour

☐ Yes ☐ No ☐  
**Possible**

Child has engaged in sexual activity as a result of feeling threatened, coerced or intimidated

☐ Yes ☐ No ☐  
**Possible**

Child has engaged in criminal activity or anti-social behaviour as a result of feeling threatened, coerced or intimidated

☐ Yes ☐ No ☐  
**Possible**

Child experiencing sexual violence or bullying

☐ Yes ☐ No ☐  
**Possible**

Receiving payment or reward for recruiting others into exploitative or abusive situations

☐ Yes ☐ No ☐  
**Possible**

Apparent use of mobile device or social media by another to control/ monitor

☐ Yes ☐ No ☐  
**Possible****Analysis of Risk  
and Action already  
taken:**

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### Disability ▼

Has a disability/ learning disability or difficulty which impacts upon capacity to consent, decision making or perception of risk taking behaviour

☐ Yes
 ☐ No
 ☐ Possible

**Analysis of Risk and Action already taken:**

### Education/Training ▼

Multiple change of education provider

☐ Yes
 ☐ No
 ☐ Possible

Educated at home

☐ Yes
 ☐ No
 ☐ Possible

Temporary exclusion

☐ Yes
 ☐ No
 ☐ Possible

Infrequent or poor attendance

☐ Yes
 ☐ No
 ☐ Possible

Reduced timetable/ disengagement from school/lessons

☐ Yes
 ☐ No
 ☐ Possible

Permanent exclusion

☐ Yes
 ☐ No
 ☐ Possible

**Analysis of Risk and Action already taken:**

### Engagement in adult activity ▼

Accessing pornography

☐ Yes
 ☐ No
 ☐

	Possible
Introduction to adult activities (Isolated incident of attending an inappropriate or unsupervised party or other 18+ venue such as a nightclub)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Exposure to pornography by another person	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Multiple incidents of attending an inappropriate or unsupervised party or other 18+ venue such as a nightclub	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

Analysis of Risk and Action already taken:	
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Exchanging sexual or criminal activity for goods, money ▼	
"Clipping" – promising sexual activity for money, goods etc. and then running off	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Receiving gifts/new clothing or shoes which raises concern or suspicion	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Unaccounted for money/ mobile phone top ups/ bank deposits	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

Analysis of Risk and Action already taken:	
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Family ▼	
Relationship breakdown	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Parent, carer or sibling health problem / disability	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

Poor communication	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Reduced contact with family or friends	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Low warmth, high criticism household	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Parent(s) or carers not coping with behaviour/ parental limitations	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Neglect – including associated domestic abuse / alcohol or drug use / mental health problems <i>(If neglect is being identified, please ensure you are following Local Authority Procedures for Neglect)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Lack of boundaries related to CE issues	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Parent/ carer colluding with inappropriate behaviours/ relationships	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Family/ carer unable to keep child safe despite efforts- “beyond parental control”	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

**Analysis of Risk  
and Action already  
taken:**

#### **Gang Association or Involvement / Criminal Behaviour ▼**

Gang association	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Evidence of gang involvement associated with CE activity/ initiation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Tattoos/Scars/Marks believed to be linked to Gang Association	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Involvement in criminal offences/activity	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Current involvement with criminal justice system/ youth justice services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

Repeat offending / Escalating anti-social or criminal behaviour	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Possession or access to weapons	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Taking part in sexual activity/ offending behaviour as part of the gang association/ coercion.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Evidence of gang involvement associated with CSE activity/ initiation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

**Analysis of Risk  
and Action already  
taken:**

#### Home Life ▼

History of being in care	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Currently in Care	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Unknown adult visitors to home	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Alone at home for significant periods of time without parental supervision	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Presenting as homeless	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Numerous house moves (Transient)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
No stable home/ multiple placement breakdowns/ living with friends/ private fostering arrangement/ wants to move into care/ "sofa surfing"	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Adult/peers visiting home address who pose a potential risk to child	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

**Analysis of Risk  
and Action already  
taken:**

## Mental health and Wellbeing ▼

Low self-esteem, poor self-image, anxiety or social isolation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Diagnosed depression or other mental health condition	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Significantly high confidence/self-esteem	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Historic / current self-harm (no medical or psychiatric intervention)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Significant self-harm (medical/psychiatric intervention)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Eating disorder	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Suicidal thoughts, ideation or attempts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

**Analysis of Risk  
and Action already  
taken:**

## Missing From Home/Care/Education ▼

History of going missing (reported)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Recent missing episode/s (within last 90 days- reported)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Late to school / missing from education during the day / leaving early from school	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Concerns that child is going missing and it is not being reported	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Getting into cars with unknown adults or peers	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Missing episodes escalating in terms of length of time and / or frequency	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>

	Possible
Persistently missing, staying out overnight or returning late with no plausible explanations	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
<b>Analysis of Risk and Action already taken:</b>	
<b>Physical/Sexual Assault ▼</b>	
Within family	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Previous allegation of physical/ sexual assault / injury withdrawn	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Within “relationship”	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Outside of “relationship” or unknown perpetrator	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Marks / tattoos / tags related to sexual assault	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
<b>Analysis of Risk and Action already taken:</b>	
<b>Pregnancy ▼</b>	
Pregnant/Young Parent	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Concealed pregnancy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Previous pregnancy/termination	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Unwilling to share information about father	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

Multiple pregnancies/ terminations/ miscarriages		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
<b>Analysis of Risk and Action already taken:</b>		
<b>Relationships ▼</b>		
Unable to discuss or disclose sexuality or gender identity to family/friends		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Concerns regarding Domestic Abuse within “relationship” <i>If over 16 consideration should be made for a RIC/DASH Assessment</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Older “boyfriend” or “girlfriend”		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
<b>Analysis of Risk and Action already taken:</b>		
<b>Sexual Activity and Behaviours ▼</b>		
<i>*remember that sexual activity may be described as “consensual” but could be driven by exploitation/grooming</i>		
Sexual activity between under 16’s		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Inappropriate or harmful sexual behaviour – comments, exposure, inappropriate touching		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
High number of disclosed/ suspected sexual partners or high rates of sexual activity		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Child under 13 engaging in sexual activity <i>Safeguarding referral MUST be completed where this indicator is selected as per legal guidance</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Adult has engaged in sexual activity with the child		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible



		Possible
<b>Analysis of Risk and Action already taken:</b>		
<b>Sexual Health ▼</b>		
Unprotected sexual activity	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
Sexually Transmitted Infection (STI)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
Frequent attendance at Sexual Health Clinics	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
Repeat access to Emergency Contraception	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
Untreated/ Frequent/ Recurrent STIs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
<b>Analysis of Risk and Action already taken:</b>		
<b>Social Media/ Technology /Phone ▼</b>		
Multiple phones/ Changing phones regularly	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
Increased time spent accessing the internet, social media or live streaming or gaming platforms	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
Seeming to be more involved with social media world than with family and friends	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
Secrecy/ anxiety in relation to phone/device use	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible
Unsafe use of internet – low/ no security, posting personal details, etc. including befriending unknown individuals online	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible

Photographing/ filming self and sharing (Indecent images)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Being photographed/filmed by someone else (indecent images)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
High number of contacts on social media including unknown adults / peers	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Accessing inappropriate networking forums – dating websites, specialist forums for anorexia, self-harm, sexual fetish etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Child under 16 receiving sexual communication from an adult (Online and offline communication, including social media, e-mail, texts, letters)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Using uncommon communication apps or platforms suggested to them by an unknown adult/peer	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible
Meeting contacts from dating websites or forums in person	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Possible

**Analysis of Risk  
and Action already  
taken:**

#### Trafficking ▼

Thought to have been moved for the purpose of sexual exploitation (Incl. multiple perpetrators, consenting or not, domestic/ national/ international) ***If this is a factor a referral needs to be made for into the National Referral Mechanism as per national guidance***  
<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms>

☐ Yes ☐ No ☐  
Possible

**Analysis of Risk  
and Action already  
taken:**

Risk Management Categories	
Presenting some vulnerability factors in the checklist but appear to relate to 'normal teenage' behaviour. No statutory intervention required but may benefit from low level monitoring, awareness raising. There are no indicators of exploitation.	Low Risk
Presenting numerous vulnerability factors but not at immediate risk. Some protective factors present. Would benefit from professional intervention, assessment, awareness and prevention work.	Medium Risk
Child is presenting high number of vulnerability factors, is known to have been exploited and/or groomed. Regularly goes missing and concerns in relation to drugs/alcohol and inappropriate adult associates. Child has disclosed exploitation. Requires statutory intervention to protect. A strategy meeting should take place	High Risk
When completing the Assessment Tool you must use your own judgement on factors such as the child's age, any additional vulnerabilities, their history, etc. It may mean that what for another child would be low level, for that child is high level. Workers should feel free to amend the suggested level using that judgement.	
<p><b>What is the level of risk for this child?</b></p> <p><input type="checkbox"/> Low Risk</p> <p><input type="checkbox"/> Medium Risk</p> <p><input type="checkbox"/> High Risk</p>	

**In summary:**

<p><b>What is Working Well (Strengths) and Protective Factors:</b></p>
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<p><b>What are we worried about</b> <i>(also include <b>vulnerabilities</b>- aspects of a child's historical or current circumstances which may make them more susceptible to being targeted and groomed for sexual exploitation):</i></p>
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<b>Where risks are identified, what actions have been undertaken to safeguard the child from those risks?</b>

<b>What interventions are you looking for?</b>

<b>Name and job title of person completing:</b>	<b>Organisation:</b>
<b>E-mail:</b>	<b>Telephone:</b>
<b>On completion this form must be sent to the agency lead professional (e.g. social worker), if there is one.</b>	
<i>Please note if there is a concern that the lead professional has not responded to you in respect of any concerns identified for this young person the escalation process for the Local Authority must be followed.</i>	
<b>Lead Professional Name and Organisation:</b>	
<b>Lead Professional Contact Number and Email:</b>	
<b>A copy of this form should also be sent to the relevant Children’s Social Care contact point</b>	

Cheshire East - ChECS Team – [checs@cheshireeast.gov.uk.cjsm.net](mailto:checs@cheshireeast.gov.uk.cjsm.net)

Cheshire West - iART - [i-ART@cheshirewestandchester.gov.uk](mailto:i-ART@cheshirewestandchester.gov.uk)

Warrington - Assessment and Intervention– [childreferral@warrington.gov.uk](mailto:childreferral@warrington.gov.uk)

Halton - CART - [contactandreferralteam@halton.gov.uk](mailto:contactandreferralteam@halton.gov.uk)

For perpetrators or locations please submit to relevant Public Protection Unit and Contextual Safeguarding Operational group:

For Halton and Warrington [northern.ppu@cheshire.pnn.police.uk](mailto:northern.ppu@cheshire.pnn.police.uk)

For Cheshire West and Cheshire [western.ppu@cheshire.pnn.police.uk](mailto:western.ppu@cheshire.pnn.police.uk)

For Cheshire East [eastern.ppu@cheshire.pnn.police.uk](mailto:eastern.ppu@cheshire.pnn.police.uk)

This should be read in conjunction with the guidance on the front of the risk assessment tool.

Low - Presenting some vulnerability factors but appear to relate to 'normal teenage' behaviour. No statutory intervention required but may benefit from low level monitoring, awareness raising.

Medium - Presenting numerous vulnerability factors but not at immediate risk. Some protective factors present. Would benefit from professional intervention, awareness and prevention work.

High - Child is presenting high number of vulnerability factors, is known to have been exploited and/or groomed. Regularly goes missing and concerns in relation to drugs/alcohol and inappropriate adult associates. Child has disclosed exploitation. Requires statutory intervention to protect.

Submit to the PPU in the relevant area: [northern.ppu@cheshire.pnn.police.uk](mailto:northern.ppu@cheshire.pnn.police.uk)

### **Cheshire Contextual Safeguarding Screening Tool**

#### **Guidance on completing the tool**

The screening tool uses the term 'child' deliberately to remind us that a child at risk through exploitation is a child in need of protection and not a young adult making poor choices. It is designed to be used by anyone who has concerns for a child. A child is defined as person who is under 18 years of age.

The screening tool is designed to help identify possible risks of exploitation and for you to explain what you are worried about. Your observations of behaviours and any significant changes will be important as children will often deny or be unaware that they are being exploited. Significant changes in behaviours, a single high-risk episode or multiple risk factors may indicate that the child is a victim of abuse through exploitation rather than a teenager experimenting with risk taking

**This is an initial screening tool, and not a risk assessment.** Please complete as fully as possible. The list of questions and observations within this screening tool is not exhaustive.

Details	
Childs Name	Click or tap here to enter text.
Date of Birth	Click or tap here to enter text.
Gender	Click or tap here to enter text.
Home or placement address	Click or tap here to enter text.
Parent or Carer Name	Click or tap here to enter text.
What is your relationship to the child?	Click or tap here to enter text.
School attended by child	Click or tap here to enter text.

Risk - Can highlight more than one risk if required				
Sexual Exploitation	Criminal Exploitation/ County Lines	Missing	Human Trafficking	Modern Slavery

With the above highlighted risk(s) How do you think the child is being exploited? (give as much information as possible)

What are you worried about? ( give as much information as possible)

**What is working well (strengths) for the child where known?**

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**Which of the following are applicable to this young person? (Use Y for Yes/ N for No / U for Unknown)**

	Yes/ No/ Unknown
Repeat missing incidents	
Drug or alcohol misuse	
In possession of money/ gifts/ items/ phones/ clothing that cannot be account for	
Change in physical appearance or behaviour / isolated from peers/ more secretive	
Pregnancy, termination or repeat testing for sexually transmitted infections	
Being coerced into taking/sharing indecent images of self or others	
Arrested/Involved in criminality	
Found / travelling out of Borough	
Multiple mobile phones	
Young person feels indebted to an individual or group	
Items missing from home	
Young person carrying / concealing weapons	
Connections with other people in gangs, criminality or Organised Crime Groups (OCGs)	
Absent from school / Non-school attendance	
Living in a chaotic / dysfunctional household	
Child has experience of extra or intra familial violence	
Low self-esteem / self confidence	
Minimising or retracting statements of harm to professionals	
Self-harm indicators and/or mental health concerns and/or suicidal thoughts/attempts	
Injuries – evidence of physical or sexual assault (i.e. domestic abuse)	
Relationship breakdown with family and or peers	
Expressions around invincibility or not caring what happens to them	
Forming relations with unknown adults and young people, including online	
Increasing disruptive, hostile or physically aggressive, including use of sexual language and language in relating to criminality and/ or violence.	
Young person's sexuality increases their vulnerability as they feel unaccepted due to sexual orientation	

Are the parents/ Carers aware of these concerns? If not why not?

What is the child's view of these concerns?

What support have you put in place to address these concerns? / What else do you think child/ family needs?

Name of Referrer	
Role and Agency	
Contact Details	
Date completed	

Please send this form to:

Cheshire East - ChECS Team – [checs@cheshireeast.gov.uk.cjsm.net](mailto:checs@cheshireeast.gov.uk.cjsm.net)

Cheshire West - iART - [i-ART@cheshirewestandchester.gov.uk](mailto:i-ART@cheshirewestandchester.gov.uk)

Warrington - Assessment and Intervention– [childreferral@warrington.gov.uk](mailto:childreferral@warrington.gov.uk)

Halton - CART - [contactandreferralteam@halton.gov.uk](mailto:contactandreferralteam@halton.gov.uk)



## **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

## Domestic Violence and Abuse

Additional information can be found at <https://www.gov.uk/domestic-violence-and-abuse>

### DASH RISK ASSESSMENT



### DASH 2009 RISK MODEL

(Domestic Abuse, Stalking and Harassment and 'Honour Based Violence')

This Risk Assessment forms a baseline assessment only. It is a guide to practitioners to indicate appropriate referral to MARAC and a tool to identify service intervention requirements. Risk assessment is a dynamic process and practitioners should be alert to sudden changes in circumstances which impact on Risk Levels

**IF YOUR CONCERNS RELATE TO AN IMMINENT SERIOUS RISK OR THREAT TO YOUR CLIENT OR FAMILY MEMBERS  
INFORM THE POLICE WITHOUT DELAY  
(Emergency 999 or Non Emergency 0845 4580000)**

Name of Client ... ..

<b>CURRENT SITUATION</b> The context and detail of what is happening is very important. The questions highlighted in <b><u>bold</u></b> are high risk factors. Tick the relevant box and <b><u>add comments</u></b> where necessary to expand.	<b>Yes</b>	<b>No</b>
<b>1. Has the current incident resulted in injury?</b> (Please state what and whether this is the first injury) <div style="border: 1px solid black; height: 25px; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Are you very frightened?</b> Comment: <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>

<p>3. What are you afraid of? Is it further injury or violence? (Please give an indication of what you think (name of abuser(s).....) might do and to whom)</p> <p>Kill: Self <input type="checkbox"/> Children <input type="checkbox"/> Other (please specify) <input type="checkbox"/></p> <p>Further injury or Violence Self <input type="checkbox"/> Children <input type="checkbox"/> Other (please specify) <input type="checkbox"/></p> <p>Other (please clarify): Self <input type="checkbox"/> Children <input type="checkbox"/> Other (please specify) <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you feel isolated from family/ friends i.e. does (.....) try to stop you from seeing friends/family/Dr or others?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are you feeling depressed or having suicidal thoughts?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you separated or tried to separate from (.....) within the past year?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there conflict over child contact? (Please state what)	<input type="checkbox"/>	<input type="checkbox"/>
8. Does (.....) constantly text, call, contact, follow, stalk or harass you? (Please expand to identify what and whether you believe that this is done deliberately to intimidate you? Consider: Harassment History. Criminal Damage. Following the victim/ loitering/ turning up unannounced. Aggression, Violence, Harassment or use of any third party).	<input type="checkbox"/>	<input type="checkbox"/>
<b>CHILDREN/DEPENDENTS</b> (If no children/dependents, please go to next section)	<b>Yes</b>	<b>No</b>
9. Are you pregnant or have you recently had a baby (within 18 months)?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are there any children, step-children that aren't (...) in the household? Or are there other dependents in the household (i.e. older relative)?	<input type="checkbox"/>	<input type="checkbox"/>
11. Has (...) ever hurt the children/dependents?	<input type="checkbox"/>	<input type="checkbox"/>
12. Has (...) ever threatened to hurt or kill the children/dependents?	<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMESTIC VIOLENCE HISTORY</b>	<b>Yes</b>	<b>No</b>
13. Is the abuse happening more often?	<input type="checkbox"/>	<input type="checkbox"/>
14. Is the abuse getting worse?	<input type="checkbox"/>	<input type="checkbox"/>
15. Does (...) try to control everything you do and/or are they excessively jealous? (In terms of relationships, who you see, being 'policed at home', telling you what to wear for example. Consider honour based violence and stalking and specify the behaviour)	<input type="checkbox"/>	<input type="checkbox"/>
16. Has (...) ever used weapons or objects to hurt you?	<input type="checkbox"/>	<input type="checkbox"/>
17. Has (...) ever threatened to kill you or someone else and you believed them?	<input type="checkbox"/>	<input type="checkbox"/>
18. Has (...) ever attempted to strangle/choke/suffocate/drown you?	<input type="checkbox"/>	<input type="checkbox"/>

<b>19. Does (...) do or say things of a sexual nature that makes you feel bad or that physically hurt you or someone else?</b> (Please specify who and what) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20. Is there any other person that has threatened you or that you are afraid of?</b> (If yes, consider extended family if honour based violence. Please specify who) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21. Do you know if (...) has hurt anyone else?</b> (Children/siblings/elderly relative/stranger. For example. Consider HBV. Please specify who and what)  Children <input type="checkbox"/> Another family member <input type="checkbox"/> Someone from previous relationship <input type="checkbox"/> Other (please specify) <input type="checkbox"/> <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>22. Has (...) ever mistreated an animal or the family pet?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ABUSER(S)</b>	<b>Yes</b>	<b>No</b>
<b>23. Are there any financial issues?</b> For example, are you dependent on (...) for money/have they recently lost their job/other financial issues?	<input type="checkbox"/>	<input type="checkbox"/>
<b>24. Has (...) had problems in the past year with drugs (prescription or other), alcohol or mental health leading to problems in leading a normal life?</b> (Please specify what)  Drugs <input type="checkbox"/> Alcohol <input type="checkbox"/> Mental Health <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25. Has (...) ever threatened or attempted suicide?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>26. Has (...) ever breached bail/an injunction and/or any agreement for when they can see you and/or the children?</b> (Please specify)  Bail conditions <input type="checkbox"/> Non Molestation/ Occupation Order <input type="checkbox"/>  Child contact Arrangements <input type="checkbox"/> Forced Marriage Protection Order <input type="checkbox"/> Other <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>27. Do you know if (...) has ever been in trouble with the police or has a criminal history?</b> (If yes, please specify)  DV <input type="checkbox"/> Sexual Violence <input type="checkbox"/> Other violence <input type="checkbox"/> Other <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other relevant information (from victim) which may alter risk levels. Describe: (consider for example victim's vulnerability – disability, mental health, alcohol/substance misuse and/or the abuser's occupation/interests – does this give unique access to weapons i.e. ex-military, police, pest control)		

Is there anything else you would like to add to this?

In all cases an initial risk classification is required:

**28. RISK TO VICTIM:**

**STANDARD** ☐      **MEDIUM** ☐      **HIGH** ☐

If your client is at HIGH RISK i.e.

**14+ ticks relating to questions 1 – 9 and 13 – 27. OR**

**3 or more Domestic Abuse Incidents in the last 12 months. OR**

**Professional concern (noted above) Refer to local referral pathway**

**Medium and Standard Risk are identified according to professional judgement in each individual case.**

Client Consent Signature: ..... Date: .....

Practitioner Signature: ..... Date: .....

**Referring Practitioner Details:**

Name of Referring Practitioner & Agency .....

Telephone

Mobile

Email Address

**Warrington Domestic Abuse Referral Pathways:**

**Complete and submit electronic DASH Risk Model (along with any additional documentation required) as per the agreed referral pathways attached:**

## **Additional information in relation to accidental and non-accidental injury**

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

- Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:
- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

- There is an unexplained fracture in the first year of life

**Scars**

- A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

**Grounds for deleting a pupil from the school admission register** **Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended 1 8(1)**

(Source: Children Missing Education: statutory guidance for local authorities September 2016)

- (a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school. 2 8(1)
- (b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school. 3 8(1)
- (c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion. 4 8(1)
- (d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school. 5 8(1)
- (e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered. 6 8(1)
- (f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is. 7 8(1)
- (g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age. 8 8(1)
- (h) - that he has been continuously absent from the school for a period of not less than twenty school days and — 21 Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is. 9 8(1)
- (i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period. 10 8(1)
- (j) - that the pupil has died. 11 8(1)



(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form. 12 8(1)

(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school. 13 8(1)

(m) - that he has been permanently excluded from the school. 14 8(1)

(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school. 15 8(1)

(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

### Staff Disqualification Declaration

Name of school:	
Name of staff member:	Position:
Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child?	
• Any violent or sexual offence against an adult?	
• Any offence under The Sexual Offences Act 2003?	
• Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
<b>You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions and/or convictions, a DBS certificate may be provided.</b>	
Declaration	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:	
<ul style="list-style-type: none"> <li>I understand my responsibilities to safeguard children.</li> <li>I understand that I must notify the headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.</li> </ul>	
Signed:	

Print name:	
Date:	

## Contacts and Advice

### Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

### Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

### Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

### Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

### Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

### Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

## Coronavirus (COVID-19): safeguarding during the pandemic

### Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

### Key definitions

The following definitions will be utilised:

- **Children of critical workers:** critical workers are defined by the government as those whose work is critical to the coronavirus (COVID-19) and EU transition response and includes those who work in health and social care and in other key sectors as outlined below:
  - Health and social care, e.g. doctors, nurses, social workers and care workers
  - Education and childcare, e.g. teachers, DSLs and support staff
  - Key public services, e.g. the justice system, frontline workers in public services and charities
  - Local and national government, e.g. administrative occupations essential to the effective delivery of the coronavirus response, and the delivery of and response to EU transition, as well as essential public services
  - Food and other necessary goods, e.g. those involved in food production, processing, distribution, sales and delivery
  - Public safety and national security, e.g. police and ministry of defence workers
  - Transport, e.g. those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus response and EU transition
  - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services and postal workers)
- **Vulnerable children:** vulnerable children are defined as children who:
  - Are supported by social care.
  - Are on the edge of receiving support from social care.
  - Have safeguarding and welfare needs.
  - Have child in need plans.
  - Have child protection plans.
  - Are LAC.
  - Are young carers.
  - Are disabled.
  - Have an EHC plan.
  - Are adopted.
  - Are living in temporary accommodation.
  - Are at risk of becoming not in education, employment, or training (NEET).
  - Are assessed as otherwise vulnerable by education providers or LAs.

- May have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study).
- Are care leavers.
- Are at the school and LA's discretion, including pupils and students who need to attend to receive support or manage risks to their mental health.

A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

### **The role of the DSL and their deputies**

In light of the current pandemic, the school will have additional measures in place to ensure the safety and wellbeing of its pupils – this approach will be led by the DSL.

Wherever possible, the school will endeavour to have a trained DSL or their deputy on-site while pupils are attending school.

In circumstances where, due to operational challenges, it is not possible to have a trained DSL or deputy on-site, for example when working from home, a trained DSL (or deputy) from the school, or, where necessary, a partner school, will be available to be contacted via phone or online video.

Where a DSL or deputy are unavailable, e.g. due to illness, a member of the SLT will take responsibility for coordinating safeguarding within the school. Their role will include:

- Updating and managing access to child protection files.
- Liaising with the offsite DSL or deputy.
- Liaising with children's social care services where required.

During the pandemic, the DSL and their deputy(s) will be responsible for:

- Sharing their time and resources with other schools, where necessary.
- Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
- Being responsible for amending Appendix A (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Working with the VSH and wider LA to protect vulnerable children.
- Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils who are self-isolating or shielding at home and their families.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Providing all volunteers and volunteer staff with copies of this policy.
- Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work, e.g. due to illness.
- Sharing their contact information with the school community.

- Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.

The DSL will report back to the governing body on all relevant safeguarding concerns.

The DSL will work with the local safeguarding partners and relevant agencies and services to identify harm and ensure pupils are appropriately supported.

Where pupils are required to return to remote learning, e.g. they must self-isolate or the school is required to limit attendance, the DSL will ensure that they, and other members of staff, exercise extra vigilance to ensure pupils remain safe while learning at home.

The school will ensure that the DSL and their deputies are given sufficient time and assistance to support staff and pupils with new safeguarding and welfare concerns and to handle referrals to relevant agencies where appropriate.

All online or telephone communication will be made using school accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

### **Attendance**

From 8 March 2021, attendance is mandatory and the school will have the power to issue fines for unauthorised absence – this will only be used as a last resort.

The school will resume its regular attendance register to record attendance after fully opening.

The school will follow up on absences of pupils who are expected to be in school but where a parent wishes for their child to be absent. The DSL or deputy DSL will discuss any concerns parents may have and work with them to achieve the best possible outcome for the pupil.

Parents will not be penalised if their child does not attend school due to following clinical or public health advice to stay at home. Pupils will engage in remote learning where they are unable to attend school for reasons related to coronavirus, provided they are well enough to do so.

For those pupils not attending the school premises and learning remotely at home, the school will ensure that appropriate systems for checking attendance and levels of pupil engagement each day are in place, and work with parents to rapidly identify effective solutions where engagement is a concern.

The school will ensure that all pupils' emergency contact information is correct and encourage parents to provide as many contact numbers as possible.

If the school must limit attendance at any point, e.g. due to a local increase in coronavirus cases, in line with DfE restrictions, the school will ensure that priority to attend full time is given to vulnerable pupils and the children of critical workers.

### **Staff training and safeguarding induction**

The school will ensure that all existing school staff have read part one of the most up-to-date version of 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.

The DSL and headteacher will risk assess any volunteers or staff from other schools to determine their suitability to work with children.

Under no circumstances will volunteers who have not been checked be left unsupervised or allowed to work in regulated activity.

The DSL and headteacher will ensure any volunteers or staff from other schools are suitably trained in safeguarding and ensure that they have read the relevant sections of KCSIE, are aware of the school's safeguarding policy and procedures, and any additional local safeguarding arrangements.

The DSL and headteacher will use their professional judgement to assess how much additional safeguarding training temporary staff or volunteers require.

The school will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff.

New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy.

Individuals who have not undergone suitable DBS checks will not be left unattended with pupils.

The school will carry out a check on any existing staff who cause a concern.

All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.

The school will report individuals who they consider a safeguarding risk to the Teaching Regulation Agency (TRA) by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.

The school will continue to maintain records that allow the headteacher to be aware of who will not be in school at any one given time.

The school will ensure the SCR is kept up-to-date in line with KCSIE. The SCR will be used as a record of attendance for staff and volunteers as well as a log of any risk assessments carried out on volunteers and staff on loan from other schools.

### **Online safety and security**

The school will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems, whether in school or at home.

All online programmes used will be checked by the school's DPO and DSL to ensure they are reputable and UK GDPR-compliant.

The School Business Manager will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.

The DSL will report back to the governing body how they are ensuring pupils remain safe online. Pupils will report any suspicious online activity they encounter to the DSL or headteacher.

Staff will adhere to the Staff Code of Conduct at all times when delivering education online.

Staff will continue to look out for signs of a child being at risk online and report concerns over a pupil's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.

The school will collaborate with parents to reinforce the importance of online safety, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Pupils will be provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. Childline or the UK Safer Internet Centre.

### **Mental health and pastoral care**

The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.

Staff will be aware that some pupils may return to school having experienced difficulties over the period of lockdown, including bereavement, mental illness and welfare harms, and will be vigilant with regards to indicators that a pupil requires support.

The headteacher will encourage line managers to hold one-to-one meetings with their staff to ensure they feel supported during this stressful time.

Pupils will be provided with different resources they can access to help them cope with their mental health, including Childline and other online services.

Face-to-face support will only be provided where two-metre social distancing can be adhered to.

The school will have due regard for the Social, Emotional and Mental Health (SEMH) Policy when identifying early signs of mental health issues in pupils.

Teachers will have due regard for the negative impact the current pandemic may have had on pupils, especially when setting expectations for pupils' work.

Pastoral support will be offered to any family who requires it.

For pupils who are receiving education at home, e.g. if they are advised to shield, the school will follow set timetables to provide parents and pupils with a familiar structure that includes time for education, playing and relaxing.

The school will consider one-to-one support for those who may benefit the most from it, e.g. for pupils with SEND.

### **Remote education**

Teachers will plan online lessons with the safety of pupils in mind. Staff communicating with pupils or parents via videocall will do so from within the school, or from a quiet room with a neutral background if working from home.

Teachers will ensure all online planning processes for pupils who are working online will have clear reporting routes to the school and external agencies so they can raise concerns whilst online.



The school will collaborate with the LA where possible when planning online lessons and activities, and considering online safety.

The DSL will ensure every pupil has their contact information so they know how they can contact them about any safeguarding concern.

Pupils will be provided with online safety information by their teacher.

Pupils will be directed to practical online support, such as Childline, where they feel unsafe and require support outside of school.

Parents will be given a list of websites their child may access and any information regarding online sessions with staff that their child will be participating in.

Parents will be provided with the contact details of the DSL so they can report any concerns.

When communicating online, staff will:

- Communicate within school hours as much as possible.
- Communicate through the school channels approved by the SLT.
- Use school email accounts over personal accounts wherever possible.
- Use school devices over personal devices wherever possible.
- Not share personal information.

### **Peer-on-peer abuse**

The DSL will implement robust reporting procedures for peer-on-peer abuse, whether this abuse takes place in person or online, and communicate these to staff, pupils and parents.

Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or CSCS where required.

Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.

Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline.

The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.

Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.

Communications with parents will be made online or by telephone unless face-to-face contact is unavoidable.

### **Pupils moving schools**

Where pupils are moving to another setting, the school will continue to do whatever it reasonably can to provide the receiving institution with any relevant welfare and child protection information.

The DSL will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for LAC, their personal education plan, and is informed who the child's social worker is (and, for LAC, who the responsible VSH is).

### **Monitoring and review**

The DSL will be responsible for continually monitoring DfE updates and updating this appendix in line with any government guidance changes and up-to-date guidance from the local safeguarding partners.

Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.