



SAFEGUARDING POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure the safety of our pupils, staff and visitors are met through our school values of:

Respect – by respecting our safeguarding policies and procedures to ensure the safety and wellbeing of our whole school community.

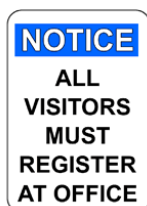
Compassion – by considering the needs of the whole school community, expecting everyone to look after each and keep each other safe.

Creation – creating a safe and secure environment which allows children to thrive and flourish.

Perseverance – Following safeguarding policy and procedures at all times.
Ensuring a safe inclusive environment for all.

Service – by building trusting relationships with children and the whole school community as we serve to help to keep them safe.

INTRODUCTION





Willaston Church of England Primary School recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for pupils at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously. Young people need to be safe and feel safe.

“Schools, colleges and other educational providers have a pivotal role to play in safeguarding children and promoting their welfare”

Working Together to Safeguard Children 2018



- All visitors must sign in at Reception, and must wear the ID badge provided at all times. Please return badges as you sign out.
- Visitors must be accompanied by a member of staff during their visit, and must never be left alone with pupils.
- Please be gracious if you are asked to identify yourself by a member of staff.
- If you have any concerns regarding the safety or wellbeing of anyone, please alert a member of staff.
- Please ensure mobile phones are switched off and not used whilst on the school premises. Cameras and taking images of children are strictly prohibited.
- In the event of an emergency evacuation, which is signalled by a continuous bell, please leave the building via the nearest safe exit and go to the appropriate assembly point in the school playground and report to office staff.
- Smoking is not permitted within school grounds.
- Dogs are not permitted anywhere on the school grounds.
- For a full list of Safeguarding Contacts please see our Safeguarding Policy on our website www.willastonprimaryschool.co.uk.

Headteacher and Safeguarding Lead	Mr G Graham -0151 832 5360
Safeguarding Governor	Mr A Hart - 07769 333696 
Business Manager	Mrs Z Taylor– 0151 832 5361 
Site Maintenance Officer	Mr J Davies

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.

ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
[Academies] MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.

PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.



Willaston C of E Primary School

1 Introduction

What is the difference between Safeguarding and Child Protection?

The terms “**children**” and “**child**” refer to anyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children’s mental and physical health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with his/her child protection plan;
- Establishing a safe environment in which children can learn and develop.

1.1 School Commitment

The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with families and other agencies. This policy reflects the policies of Cheshire West’s Safeguarding Children Partnership, <https://www.cheshirewestscp.co.uk/> and is in line with “Working Together to Safeguard Children” (2018) <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and [Keeping Children Safe in Education \(2023\)](#)

The school will also contribute through the curriculum by developing children's understanding, awareness and promoting their resilience by providing a safe environment within schools.

To create this safe environment the school has certain statutory duties and responsibilities set out within:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counterterrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'Keeping children safe in education 2023'
- 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'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'

These duties are listed below:

1.2 Duties

To provide a safe environment the Governing Body, Headteacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Person and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Person and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;
- Ensure children know that if they are worried they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of Cheshire West’s Safeguarding Children’s Partnership.
- Include opportunities in the Personal, Social and Health Education (PSHE) & Relationship and Sex Education (RSE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk (including E-Safety) as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children’s welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff, supply staff and volunteers
- *HM Government Guidance Keeping Children Safe in Education 2021, Part 4: Allegations of abuse made against teachers and other staff. (Also, our policy – ‘Dealing with Allegations of Abuse against Teachers & Staff’).*
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime strategies;

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

2 Responsibilities

All staff have the 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 CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS 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.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- 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 that could potentially be a sign that a pupil may be at risk of harm.
- 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 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 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 will ensure that:

- The policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Staff are provided with the appropriate policies and information upon induction.
- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Leads and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the Team Around the Family, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively

- and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- They personally, along with other senior leaders undertake safer recruitment training to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (LADO) if appropriate.

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. **NB:** Individual schools, working with the DSL, define what “available” means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
 - 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 DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) 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 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.

PSHE/SRE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;
- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;

Our school will ensure that pupils are made aware that information can be found through various websites such as Child line, NSPCC, CEOP.

Our school's arrangements for consulting with and listening to pupils are school council, peer pals, buddy schemes, play leaders and house captains.

We make pupils aware of these arrangements by PSHE, curriculum, assemblies, designated focus week i.e. 'Friendship Week', circle time, through the Learning Mentor.

2.1 The roles and responsibilities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead

An appropriate member of the school's leadership team has been assigned to the role of Designated Safeguarding Lead. They have received appropriate training and are supported in their role:

Designated Safeguarding Lead: Mr Gary Graham

Supervised by: Mr Alex Hart, Designated Governor

A Deputy Designated Safeguarding Lead has been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Lead in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role:

Deputy Designated Safeguarding Lead: Mrs Bethan Lamb

Supervised by: Mr Gary Graham, Headteacher

Miss Emma Chapman and Miss Sharon Richardson are also trained to the same level.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Safeguarding Lead will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead are responsible for the following:

2.1.1 Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Headteacher (where the Designated Safeguarding Lead role is not carried out by the Headteacher) to inform him/her of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm is in place and that the school contributes to assessments of need and actively supports multi-agency planning for those children;
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

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

- any urgent medical needs of the child
- the immediate safety and wellbeing of the child
- discussing the matter with other agencies currently known to be involved with the child and family
- the child's wishes and feelings

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Integrated Access Referral Team (I-ART) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other.

All information and actions taken, including the reasons for any decisions made, will be fully documented on the child's safeguarding file.

The Designated Safeguarding Person is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Headteacher who will inform the Local Authority Designated Officer (LADO).

Low level concerns reported to the Headteacher should be shared with the safeguarding lead if the concern is deemed not to meet LADO threshold of harm. The DSL should then keep a record of these concerns in order to be able to identify a pattern of behaviour – these concerns should not be contained in the employee's file. (see separate managing allegations against adults policy)

2.1.2 Action following a child protection referral

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

- make regular contact with the allocated social worker or team manager in the event of absence.
- wherever possible, contribute to the strategy discussion.
- provide a report for, attend and contribute to any subsequent child protection conference.
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences.

- endeavour to share all reports with parents prior to meetings
- where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process
<http://cheshirewestscp.co.uk/policy-and-procedures/escalation-and-resolution-policy/>
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform i-ART (0300 123 7047).

2.1.3 Raising Awareness

- Working with the Governing Body to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict and mistrust, parents are aware that referrals may be made and of the role of the School;
- Ensuring that when children leave the school, their Safeguarding/Child Protection File is discussed as soon as possible with the Designated Safeguarding Lead at the new school;
- Making sure that the Safeguarding/Child Protection File is transferred separately from the main pupil file within 5 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school, sent electronically via CPOMs or delivered directly by hand and a signature received, unless the child is leaving year 11 and not going to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Service at Cheshire West and Chester Council so that the child's name can be included on the database for missing pupils and appropriate action taken to ascertain the safety of the child;
- Cascading safeguarding advice and guidance issued by Cheshire West's Safeguarding Children Partnership and government guidance and legislation.
- Awareness is raised to pupils by PSHE/SRE/On-line Safety, displays, Parentmail communication to parents, visitors, workshops, assemblies.

2.1.4 Training

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead (as well as other senior leaders) need to attend the multi-agency 1-day "Working Together" Level 3 course in Safeguarding provided by Cheshire West's Safeguarding Children Partnership and then the half day Child Protection and SMART planning workshop. This training then needs to be updated by attending a half day refresher course, every **2 years**, unless the Designated or Deputy Designated Safeguarding Lead feels they require a repeat of the full 1-day course. This will enable more time to attend additional courses in areas such as Child Exploitation, Neglect and Domestic Abuse.

The Level 3 training will enable the Designated or Deputy Designated Safeguarding Lead to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral by using the Continuum of Need thresholds.
- Have a working knowledge of how to support the Team Around the Family, how Cheshire West's Safeguarding Children Partnership operates, how a child protection case conference is conducted, and be able to attend and contribute effectively to all planning meetings when required to do so.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Designated and Deputy Designated Safeguarding Persons will ensure **all** staff receive appropriate Safeguarding training.

All staff will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement, which will be refreshed on a regular basis (at least every 3 years), to enable them to understand and fulfil their safeguarding responsibilities effectively:

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

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive:

- a copy of the safeguarding summary document prior to starting work
- induction training to ensure that staff :-
 - have an overview of the organisation.
 - understanding its purpose, values, services, and structure of the school
 - are able to recognise/identify signs of abuse which may include :-
 - significant changes in children's behaviour.
 - deterioration in children's general well-being, including mental health.
 - unexplained bruising, marks or signs of possible abuse or neglect.
 - children's comments which give cause for concern.
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (e.g. phone numbers, email, social networking) or images.
- know that they must report any concerns immediately they arise and to whom and are aware of the whistle-blowing policy and procedures.
- Understand confidentiality issues.

3 Identifying Concerns

“Early identification and provision of help is in the child’s best interest and results –services which deliver and support families are vital in promoting children’s wellbeing.”

“All who come into contact with families have a part to play in identifying these children whose needs are not being adequately met.”

The Munro Review of Child Protection Part 1 : A systems analysis Professor Eileen Munro.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. If concerns are identified, the child may be spoken to in order to ascertain whether abuse is occurring and may be done without prior consent from the child’s parent/carer because the member of staff has a duty of care under ‘loco parentis’. This would also be the case if the child is a witness to the abuse of another child or children e.g bullying.

5.1 Definitions, signs and symptoms and types of abuse:

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health;

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. These activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may include non-contact activities, such as involving children looking at or in the production of, sexual images, watching sexual activities, or encouraging children

to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Neglect is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing or shelter including exclusion from home or abandonment,
- protect a child from physical and emotional harm or danger,
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

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

Domestic abuse

The behaviour of a person ("A") towards another person ("B") is "domestic abuse" if—

A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive.

The behaviour is "abusive" if it consists of any of the following—

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (see subsection (4));
- (e) psychological, emotional or other abuse;

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

“Economic abuse” means any behaviour that has a substantial adverse effect on B’s ability to—

- (a) acquire, use or maintain money or other property, or
- (b) obtain goods or services.

For the purposes of the domestic abuse Act 2021 A’s behaviour may be behaviour “towards” B despite the fact that it consists of conduct directed at another person (for example, B’s child).

The Domestic abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act)

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 E-Safety 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.

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.

Upskirting

Under the Voyeurism (Offences) Act 2019, 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, e.g. a motion-activated camera.

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.

SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM,

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

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

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

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

The school Governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Collective Worship practices, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local Safeguarding Children Partnership.

Our school, 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). The SPOC for Willaston CE Primary School is Mr G Graham. The responsibilities of the SPOC are described in Appendix 5.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case

may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, HONOUR BASED VIOLENCE, FEMALE GENITAL MUTILATION, SHARING OF NUDES OR SEMI-NUDE IMAGES/VIDEOS, SEXUAL VIOLENCE AND SEXUAL HARASSMENT OR TRAFFICKING AND MODERN SLAVERY

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child criminal exploitation. As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Some of the following signs may be indicators of criminal exploitation:-

- Persistently going missing from school or home and/or being found out of area.
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts/phone calls
- Relationships with controlling/older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns

- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being.

County Lines is a form of criminal exploitation whereby gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

HBA/Forced Marriage or FGM - So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf.

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM mandatory reporting duty FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/5/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Forced marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk.

Sharing of Nudes or Semi-Nude Images/Videos

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

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

On this basis, current advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues current advice addresses.

'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:

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

For the best way to respond to these issues, staff should read the following advice:
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Sexual Violence and Sexual Harassment – (see separate SVSH policy)

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. 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 will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff should be aware of the importance of:

- challenging inappropriate behaviours;

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his 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: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his 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: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes 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.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;

- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - o sharing of unwanted explicit content;
 - o upskirting (is a criminal offence¹⁴¹);
 - o sexualised online bullying;
 - o unwanted sexual comments and messages, including, on social media;
 - o sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can actually lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process within the school. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

For the best way to respond to these issues, staff should read the following advice: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and refer to the school's separate SVSH policy.

Child trafficking and modern slavery

Child trafficking and modern slavery are forms of child abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic servitude such as: cleaning, childcare, cooking, forced labour in factories or agriculture and criminal activity such as: pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of the child, family or community. They may threaten families, but this isn't always the case, they may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the 'service' a trafficker is providing e.g. sorting out travel documentation or transport.

Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking – a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

Our safeguarding policy, through the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Willaston CE Primary School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age-appropriate way in their curriculum,
- Our school works with and engages our families and communities to talk about such issues,
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do.

Safeguarding pupils/students who are victims of Peer-on-Peer abuse

There is no clear definition of what peer on peer abuse entails. However, it can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Peer on peer abuse can refer to any of the above individually or as a combination, therefore professionals working with children and young people who are experiencing abuse from their peers must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner. It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend.

Key Areas Where Peer on Peer Abuse Occurs

Bullying (including Cyberbullying)

Bullying is defined as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally”. Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. A child that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night.

There are many different forms of bullying:

- **‘Cyberbullying’:** involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;

- **Sexual, Sexist and Transphobic Bullying:** includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and at times fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

Child Sexual Exploitation (CSE)

Many of the warning signs and indicators of CSE tend to refer to adult perpetrators, e.g. associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults. As per the revised definition of CSE it “occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity”. The key element of CSE is the imbalance of power and control within the exploitative relationship. Many children and young people are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. Children and young people are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies, often the nature of peer on peer exploitation encompasses a sense of peer pressure and wanting to fit in. In peer on peer exploitation, schools and youth clubs are also locations where children and young people can be exploited.

Harmful Sexual Behaviour Including Sharing of Nudes or Semi-Nude Images/Videos

Sexually harmful behaviour from young people does not always occur with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Gang Activity and Youth Violence

A child or young person can be exploited (sexually and / or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of the Children's Commissioner has defined Child Exploitation in gangs and groups as:

- **Gangs** - mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.
- **Groups** - involves people who come together in person or online for the purpose of setting up, co-ordinating and / or taking part in the sexual exploitation of children in either an organised or opportunistic way. Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and / or a means of gaining status within the hierarchy of the gang. Children and young people may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and / or may inflict harm to others. Where abuse takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status / title within the gang.

Domestic Violence

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and / or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Our school recognises that abuse is abuse and it will never be tolerated or passed off as 'banter', "just having a laugh", or "part of growing up". We also recognise that peer on peer abuse, although more likely to be reported by girls as victims and boys as perpetrators, can be experienced by all genders or identities. All reports of abuse will be taken seriously.

Allegations of Peer-on-Peer Abuse

- All staff will be aware that pupils are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".
- The school is aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender-based violence, 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 allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying and Behaviour Policy.
- The Designated Safeguarding Lead (DSL) will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.
- If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police.
- The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.
- In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.
- To prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.
- 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, sex and relationship education (SRE) and group sessions.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day to day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through out childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding policy and speaking to the designated safeguarding lead or deputy.

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

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

4 Disclosure

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “

Lord Laming 2009

All members of staff, volunteers and Governors must know how to respond to a pupil who discloses abuse, and they must be familiar with procedures to be followed.

It takes a lot of courage for a child to disclose that they are being abused. They may feel disloyal, ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not overreact – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this. Use TED – **T**ell me about that, **E**xplain that to me, **D**escribe that...
- At an appropriate time tell the pupil that to help them you must pass the information on.
- Respect the child’s personal space. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next.
- Report verbally to the Designated Safeguarding Lead.
- Write up your conversation as soon as possible on CPOMS.
- Seek support if you feel distressed.

- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral.

5 Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil.

Where there is a Safeguarding or Child Protection concern it will be passed immediately to the Designated Safeguarding Lead who will consider the most appropriate response, consulting with relevant partners if appropriate.

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child, or the staff member is unable to contact them at the time.

The Headteacher or Designated or Deputy Designated Safeguarding Lead will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a duty to share information with other agencies in order to safeguard children as set out in 'Working together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, 2021'.

Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

6 Records and Monitoring

Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998 to ensure that information is:

- Processed lawfully, fairly and in a transparent manner in relation to the data subject.

- Collected for specified, explicit and legitimate purposes (in this case to meet statutory safeguarding requirements as set out in government legislation).
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- Accurate, and where necessary, kept up to date
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed (Child protection files should be passed on to any new school the child attends and kept until they are 25 (this is 7 years after they reach the school leaving age) (IRMS, 2016).)
- Appropriate security measures are in place to protect the personal data held
- Take responsibility for what Willaston CE Primary does with personal data and how Willaston CE Primary complies with the other principles. Are able to demonstrate compliance through ensuring appropriate measures and records are in place.

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. This must be done through a Subject Access Request (SAR). This information belongs to the child, who has a right to deny their parent's/carer's access to the file if they wish to do so – further information regarding SARs can be accessed here: *What about requests for information about children?* <https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access/>. If any member of staff receives a request from a pupil or parent to see safeguarding/child protection records, they should refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Any concerns about a child will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

Records or reports relating to Safeguarding concerns or multi-agency referral forms will be stored electronically on our CPOMS system.

The school will keep written records of concerns about children, even where there is no need to action the matter immediately. These records will be kept within the electronic CPOMS system.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect or civil actions.

Timely and accurate recordings on CPOMS will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child. Support and advice will be sought from Children's

Social Care, the Local Authority Designated Officer (LADO) or other relevant agencies, whenever necessary and recorded.

If a child moves to another setting the Safeguarding records will be sent immediately electronically through our CPOMS system to the Designated Safeguarding Lead at the new setting. Should a school not have CPOMS in place a hard copy will be sent via registered post to the Safeguarding Lead. There must be liaison between the two Designated Safeguarding Persons in order to ensure a smooth and safe transition for the child.

Where the new school is not known, the Educational Welfare Service and pupil tracking officer at Cheshire West and Chester should be informed so that the child can be included on the data base for missing pupils and action taken to ascertain the safety and wellbeing of the child and that the child is receiving their right to education.

7 Supporting children

“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”

Working Together to Safeguard Children 2018

Some children may have an increased risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- Children with special educational needs and disabilities or physical health issues staff must consider whether their behaviour, mood and injury may relate to possible abuse and not just their SEN or disability; be aware that they have a higher risk of peer group isolation; there is a possibility of a disproportionate impact of bullying; and they may have difficulties with communication.
- Looked after children and previously looked after children.
- Living in a domestic abuse situation (now defined in law as victims)
- Affected by parental substance misuse.
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaging in bullying.
- Living in temporary accommodation
- Live transient lifestyles

- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity disorder
- Involved directly or indirectly in child sexual exploitation or child trafficking.
- Do not have English as a first language.
Children who need a social worker (Child in Need and Child Protection Plans)
- Children missing from education.
- Children requiring mental health support.
- Care leavers
- Children with family members in prison

Special consideration includes the provision of safeguarding information, resources in community languages and accessible formats and extra pastoral support.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Implementation of the school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil, such as Children's Social Care, Youth Offending Service and Education Psychology Service.
- Raising awareness to the school community of Operation Encompass and the school's involvement with Cheshire Police.
- Ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

8 Early Intervention and Prevention within Safeguarding

All school staff need to be aware of their responsibility to raise any concerns they have about a child as early as possible in order to prevent the situation worsening. This may present as a change in a child's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. Where this concern does not identify a safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the **Team around the Family (TAF)** guidance to fulfil their duties at Universal Plus and Partnership Plus on the **Continuum of Need**. This may

involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to Integrated access and referral team (**I-ART**) for support from the Early Help and Prevention service should be made.

Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability. Many young carers may experience:

- Social isolation;
- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered using the Team around the Family process.

9 Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2023. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking Prohibition to Teach, Disclosure and Barring checks and right to work in England checks.

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

- An enhanced DBS Check is obtained for **all** new appointments where an individual will 'regularly' have contact with our pupils, which will include a barred list/prohibition from teaching check for all new teaching staff.
- this school is committed to keep an up-to-date single central record detailing a range of checks carried out on our staff
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.

- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

10 Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way *as paid staff*.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

We will ensure all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the school.

11 Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children.

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, supply staff or volunteer, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. The Headteacher or most senior teacher will then consult with the Local Authority Designated Officer (DO).

Allegations against the Headteacher are reported to the Chair and referred to the Local Authority Designated Officer (DO) via the DO referral form.

<http://www.cheshirewestlscb.org.uk>

The Headteacher can be contacted via email on head@willastonce.cheshire.sch.uk or via telephone on 051 832 5360. The Chair of Governors (Richard Hinds) can be contacted via email at rhinds@willastonce.cheshire.sch.uk or via phone on 07812 332990.

12 Conduct of Staff

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

"Sounding the Alarm" – Barnardos)

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff will have access to Keeping Children Safe in Education 2023 on appointment/induction and have read Part 1 as a minimum.

This can also be found on 'Staff Share' in the Updated Policies folder.

All staff should be aware of the dangers inherent in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;
- Giving to, and receiving gifts from, children and parents;
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- Disclosing personal details inappropriately;
- Meeting pupils outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and Cheshire West Safeguarding Children Partnership procedures, this will be viewed as misconduct, and appropriate action will be taken.

13 Allegations (see separate whistleblowing/managing allegations against staff policy).

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

- a. behaved in a way that has harmed, or may have harmed, a child;
- b. possibly committed a criminal offence against or related to a child; or
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We will apply the same principles as in the rest of this document and will always follow the Cheshire West Safeguarding Children Partnership Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be with foundation. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the Local Authority Designated Officer (see Essential Contact List, Appendix 2) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Integrated access and referral team (**i-ART**) and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individuals employment, advice will be sought from HR (see contact sheet)

14 Supporting staff

It is important not to underestimate the difficulty for both staff and managers in confronting what appear to be poor professional standards or unacceptable conduct by a colleague in an environment, which of necessity is dependent on close working relationships. It must also be recognised that it is very rare for a teacher to commit offences in the manner of Teacher A. However some of the allegations were of such a serious nature, particularly those from children themselves that they constituted matters that should have been investigated under the child protection procedures.

North Somerset SCR – The Sexual Abuse of Children in a First School February 2012

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Designated Safeguarding Lead or Headteacher and to seek further support, if necessary.

The Designated and Deputy Designated Safeguarding Lead and the Headteacher and other trained leaders can seek personal support through SCiE Team 0151 356 6843 or CWAPH/CWASH Chair or other appropriate services.

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings <https://cscp.org.uk/wp-content/uploads/2021/03/Guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-DCSF.pdf> This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

15 Photographing Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We acknowledge, however, that some people abuse children through taking, using or circulating images.

Staff and Volunteers

- Parental consent will be sought bi-annually and permissions noted through our Safeguarding Booklet. See Appendix 6
- Visitors to school are provided with a Safeguarding Information Leaflet on entry to our school. See Appendix 7
- Staff and volunteers must seek the authorisation of the Headteacher prior to taking photographs/ videos of children and must only use school equipment unless given specific authorisation by the Headteacher.
- The use of cameras on mobile phones or the downloading of images onto any internet site is forbidden
- Pupil's names will not be published with an image.
- It will be ensured that pupils are appropriately dressed before images are taken
- Pupils are encouraged to tell us if they are worried or unsure about any photographs that are taken of them.

The Guidance for Safer working Practices for Adults who work with Children and Young People provides detailed guidance on the taking of photographs and storage of images.

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people, including staff, to photograph or film pupils during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. Permission will be sought bi-annually through our Safeguarding Booklet.

The school cannot, however, be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

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.

LAC and 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.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

Pupils requiring mental health support

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.

16 Before and After School Activities and Contracted Services

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 board 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 board 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 board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board 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

External bodies that host extracurricular activities and clubs at the school, 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 CSCS 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.

Complaints and Compliments

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed as below :-

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO / Deputy Headteacher or Headteacher, who will try to resolve the situation

- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- If the issue still cannot be resolved, the parent may contact the Chair of Governors, Mr R Hinds whose contact details are available from the school office or Appendix 7.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office and on the school website.

Complaints from staff are dealt with under the school's Complaints, Disciplinary and Grievance procedures.

Additional information for parents

Contact arrangements and Parental responsibility

We recognise that a relationship breakdown can be very distressing for all involved, however, any contact arrangements must be agreed outside of school and school should not be put in a position where they are placed in the middle of contact disputes. We aim to make the school environment a calm and safe place for your children, as well as the whole school community, and would be unable to do this if we are placed at the centre of disputes. School is also unable to prevent anyone with parental responsibility (PR) from picking up a child from school unless there is a court order in place stating that the person with PR is not allowed to do so, although the school will attempt to seek permission from the primary carer before releasing the child.

COVID 19 Addendum

COVID-19 is here to stay, at least for the mid-term, so the special remarks around the pandemic have been removed. Instead, any guidance you have in a Covid Appendix should be included now in the main body of this document so you are able to deal with part or whole site closures and have clear guidance in place for staff.

Links to other School Policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

- ***Anti-Bullying policy:***
- ***Behaviour policy:***
- ***Children Missing in Education policy:***
- ***Code of Conduct Policy***
- ***Equal Opportunities Policy:***
- ***ICT Acceptable Use Policy:***
- ***Continence Policy:***
- ***Whistleblowing Policy:***
- ***Dealing with Allegations of Abuse against Teachers***
- ***Positive Handling Policy:***
- ***Professional Relationships Policy***
- ***E-Safety Policy:***
- ***First Aid:***
- ***Health and Safety Policy:***
- ***Attendance Policy***
- ***Cheshire West Safeguarding Children Partnership's Safeguarding procedures.***

Approved by Governors 16 October 2023



Signed Chair of Governors

Appendix 1

Safeguarding Children – Key Points

All adults in charge of or in contact with children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located on our website. On request you will be provided with a printed copy.

In addition, the following key points give a guide on what to do and not to do.

1. **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass to the Designated Senior Person, Mr G Graham (head@willastonce.cheshire.sch.uk or 0151 832 5360), at your earliest opportunity.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"
5. Immediately tell the Designated Senior Person for safeguarding unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you or you have concerns about the Headteacher, you should report your concerns to the Chair of Governors, Mr R Hinds, 07812 332990
6. Discuss with the Designated Senior Person for safeguarding whether any steps need to be taken to protect the person who has told you about the abuse.
7. **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. The Local Authority Designated Officer (LADO) or Children's Social Care Officers and police officers are the people trained to do this. You could cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**
8. As soon as possible (and certainly the same day) the Designated Lead for safeguarding should refer the matter to the Integrated Access and referral team (I-ART) if a child is at risk of or suffering or likely to suffer significant harm.

Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job. In the case of an allegation against an adult that works with children, the Headteacher, or the Chair of Governors where the allegation is against the Headteacher, should refer the matter to The Local Authority Designated Officer (LADO).

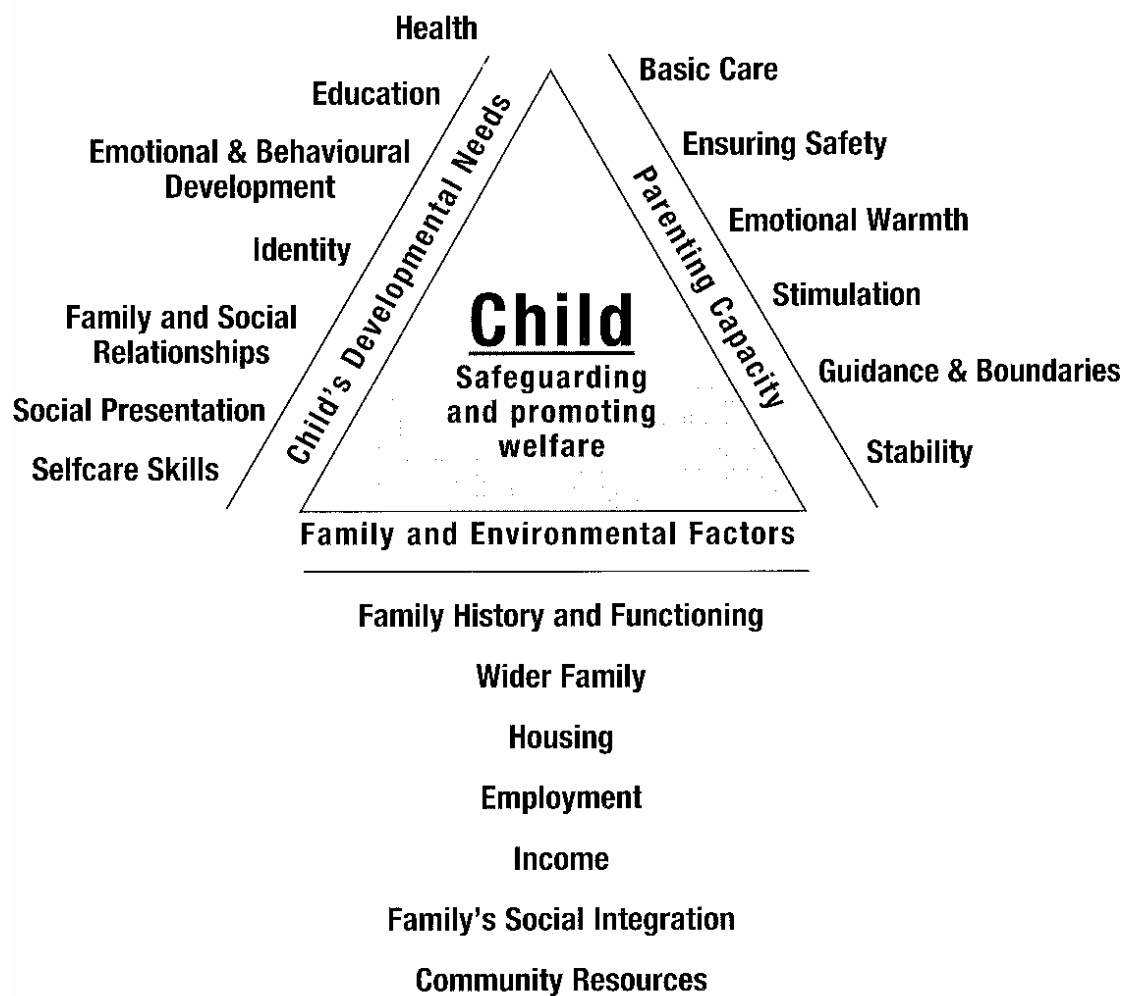
9. **Never** think abuse is impossible in your organisation or assume that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.
11. Personal mobile phones must not be used to photograph children in school. We have a designated phone for use at school events/residentials/twitter etc.

Appendix 2 - Essential contacts

	Contact Details
<i>Designated Safeguarding Lead (Headteacher)</i>	Mr G Graham 0151 832 5360
<i>Nominated Governor for Safeguarding</i>	Mr A Hart 07769 333696
<i>Chair of Governors</i>	Mr R Hinds 07812 332990
<i>Deputy Designated Person</i>	Mrs B Lamb 0151 832 5360
<i>Local Authority Designated Officer</i>	Paul Jenkins 0151 337 4570 / 0151 356 6550 safeguardinglado@chesterandcheshirewest.gov.uk
<i>Local Authority Safeguarding Children in Education Officer</i>	Vicki Thomason 0151 337 6329 victoria.thomason@cheshirewestandchester.gov.uk
<i>Safeguarding Children in Education Manager(SCiE)</i>	Kerry Gray – Kerry.gray@cheshirewestandchester.gov.uk
<i>Local Authority Legal Services Helpline</i>	01244 972620
<i>Local Authority Human Resources</i>	01244 973639 / 01244 972508
<i>Integrated access and Referral Team</i>	0300 123 7047 8.30-5pm Mon-Thurs. 8.30-4.30 Fri
<i>Emergency Duty Team (Out of hours)</i>	01244 977 277 4.30pm-8am Mon-Thurs. From 4pm Friday. 24hours weekends and bank holidays
<i>TAF Coordinator</i>	Jane Ford (TAF Advisor) 0151 337 4625 Laura Stokes-Huges (Coordinator)
<i>Safeguarding Children Partnership</i>	www.cheshirewestlscb.org.uk 0151 356 6494
<i>School Health Advisor</i>	
<i>CAMHS</i>	
<i>Cheshire Police</i>	0845 458 0000 or 101 for non emergencies 999 in case of emergency Telephone: 01244 350000 (999 in an emergency)
<i>Safer Schools Officer</i>	Amy.fletcher@cheshire.pnn.police.uk 01606 364565
<i>Neighbourhood Policing Officer</i>	PC Sarah Duffy sarah.duffy@cheshire.pnn.police.uk 07525 989013

Appendix 3 Assessment Triangle

Assessment Framework Triangle



Appendix 4

INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

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

3. Extremism is defined by the Crown Prosecution Service as:

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

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

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 5

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Willaston CE Primary is Mr Graham, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/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 Willaston CE Primary in relation to protecting students/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 students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / 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 the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals 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 people away from the risks they face and reduce vulnerability.



Safeguarding Booklet Form

Name _____

Year _____

School Safeguarding Lead: Mr G Graham

School Safeguarding Governor
Representative: Mr A Hart

Dear Parent/Carer

The safety and security of your child is paramount. We aim to develop a strong partnership with you where we can work together in the interests of the well-being of your child.

Please complete this booklet and ensure that you keep us informed in the event of any changes during the academic year. Especially with regards to medical needs and emergency contact details.

Please return the completed booklet to school as soon as possible.



Willaston C of E Primary School

MEDICAL NEEDS FORM

Child's Surname _____

First name(s) _____

Date of Birth _____ Gender _____

Home Address _____

Postcode _____ Tel No _____

Parent/Carer Name _____

Address/Tel No (of parent/carers if different from child) _____

Details of all persons who can be contacted in an emergency.

Name	Home Tel	Mobile Tel	Work Tel
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PLEASE NOTE THAT IN THE EVENT OF AN ACCIDENT AND WE ARE UNABLE TO CONTACT YOU, WE WILL TAKE YOUR CHILD TO CASUALTY.

Please indicate any medical conditions and/or allergies (inc. food) school needs to be aware of:-

Medical Practice _____

Doctors Name _____ Tel No _____

Signed _____ Parent/Carer



Willaston C of E Primary School Home School Agreement

As parents or carers of _____ I/we will:

- Ensure that my child attends school daily during term time, be punctual and properly equipped.
 - Inform the school about any concerns or problems that might affect my child's work or behaviour.
 - Support all the school's policies, especially for homework and behaviour.
 - Support my child in their homework and other opportunities for home-learning.
 - Attend Parents' Evenings and discussion about my child's progress.
 - Follow news about my child's life at school.
 - Ensure my child wears correct school uniform.
 - Ensure my child does not bring a mobile phone into school.
- Homework and Behaviour policies are available for you to read on the school website.*

Signature(s) _____ Parents/carers

The school will:

- Care for your child's safety and happiness.
- Ensure that your child achieves his or her full potential as a valued member of the school community.
- Meet the right of all pupils to have access to the national Curriculum and Religious Education as well as meet the individual needs of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and about your child's progress in particular.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.

Signature _____ Headteacher

As a pupil at Willaston CE Primary I will:

- Attend school every day in term time and always be on time.
- Bring all equipment that I need every day.
- Wear the Willaston CE Primary school uniform and be tidy in appearance.
- Do all my class work and homework as well as I can.
- Tell a teacher if I am worried or sad.
- Listen and not interrupt.
- Be polite, helpful and kind to others.
- Be honest and tell the truth.

Signature _____ Pupil



COMMUNICATION

Aim

At Willaston Church of England Primary School we expect all communication between our children, our parents/carers and the wider community to be of the highest professional standards and in the interests of all our children.

Philosophy

We feel that good communication is based on mutual trust and respect, and that the development and maintenance of good relationships are of the highest priority. We achieve this by:

- Providing an open door policy
- Promoting parent partnership
- Respecting all points of view
- Listening
- Valuing each other's opinion
- Modelling respectful communication between each other

Communication will always be:

- Open, honest and ethical
- Jargon free and easily understood by all
- Be implemented within a reasonable time
- Use the method of communication most effective to the context and audience
- Respectful of the feelings of all involved

Every member of the school community has a responsibility to support our aim and philosophy and needs to recognise that the quality of their communications reflect on the school's reputation.

Appropriate methods of communication

We expect parents/carers to inform school of any daily issues which we need to be made aware of that day; i.e. sickness, appointments, changes to collection etc. These can be given in note form or verbally to the adult welcoming children in the morning or a phone call to the office.

Drop in/Telephone calls - All parents are welcome to visit a class teacher on any Monday afternoon between 3:15 and 3:45 without appointment. We welcome other appointments subject to mutually agreed dates and times. If parents/carers are unavailable for drop in they can also request a telephone conversation at their convenience after school. We encourage parents/carers to share issues or concerns about their children as soon as possible.

All communication is treated in the strictest of confidence in line with our confidentiality policy guidelines.

School will not respond to any form of communication that breaches the agreed Communication Policy.

Our full Communication Policy can be found on our school website - www.willastonprimaryschool.co.uk



Parental Consent for Regular out of Establishment Visits/Activities

I hereby agree to my child participating in recognised activities off the site, but in the county or neighbouring area, for example, Forest School, environmental studies, swimming, joint activities with other schools, visiting the tennis courts or Johnston Recreation Ground and the Church.

I understand that:

- Such activities will not often extend beyond the school or establishment day, but that if, occasionally, they are likely to do so, adequate advance notice will be given so that I may make appropriate arrangements for his/her safe return home
- My specific permission will be sought for any out-of-school or establishment activities beyond those outlined above and which could involve commitment to extended journeys or times, expense or hazards
- All reasonable care will be taken of my child in respect of the activity/visit
- My child will be under an obligation to obey all directions given and observe all rules and regulations governing the visit/activity and will be subject to all normal school or establishment discipline during the visit/activity
- Any medical condition or physical disabilities will be notified to the school or establishment now and as and when they arise
- All young people are covered by Cheshire West & Chester Councils third party Public Liability Insurance in respect of any claim arising from an accident caused by, or attributable to, the negligence of the Council/School or one of their employees. These arrangements do not provide Personal Accident cover.

Child's Name _____

Signature of Parent/Carer _____



Willaston C of E Primary School

Images & Media Permission Form

Name of Child:		Year:	
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Please note – any child images that appear on any social media, newsletters, school website, news media etc. will never be accompanied by a name ie. it will either be a photo or child's name – never both together.

	Delete as applicable
May your child's image be included on displays within the school ?	Yes / No
May your child's image be displayed on the school newsletter which will be placed on the school website? <i>Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.</i>	Yes / No
May your child's image be used in local/national media or TV report? eg. sports/events/visits/TV report	Yes / No
May your child's image be shared on Twitter in our regular tweets? @WillastonCE	Yes / No
May your child be photographed/recorded during school events eg. School plays, sports day/musical events/church etc ? Please note your child's image may appear in other parents/carers photos/videos. Should a parent/carer not agree to their child being photographed/recorded during school events, some school events will have a whole photo/video ban.	Yes / No
I confirm that should I take photos/videos with children other than my own in them, I <u>will not</u> share these images ie on social media sites/with other parents	Yes / No

Signature of Parent/Carer		Date:	
Name of Parent/ Carer (block capitals please)			



Responsible Internet Use

We use the computers and internet connection for learning. These rules will help us be fair to others and keep everyone safe.

- **I will ask permission before entering any website, unless my teacher has already approved that site.**
- **On a network, I will use only my own login and password, which I will keep secret, or the login and password given by my teacher.**
- **I will not look at or delete other people's files.**
- **I will not bring computer disks or memory sticks into school without permission.**
- **I will only send e-mails which my teacher has approved.**
- **The messages I send will be polite and sensible.**
- **When sending an e-mail, I will not give my home address or phone number, or arrange to meet someone.**
- **I will ask for permission before opening an e-mail or an e-mail attachment.**
- **I will not use internet chat.**
- **If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.**
- **I know that the school may check my computer files and may monitor the internet sites I visit.**
- **I understand that if I deliberately break these rules, I could be stopped from using the internet or computers.**

The school may exercise its right by electronic means to monitor the use of the school's computer system, including the monitoring of web-sites, the interception of e-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, of the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.



Consent Form

Willaston C of E Primary School Responsible Internet Use Please complete, sign and return to school.	
Pupil:	Class:
Pupil's Agreement: I have read and understand the school Rules for Responsible Internet Use. I will use the computer system and internet in a responsible way and obey these rules at all times.	
Signed:	Date:

Parent's/Carer's Consent for Internet Access I have read and understood the school rules for responsible internet use and give permission for my child to access the internet. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the internet. I agree that the school is not liable for any damages arising from use of the internet facilities.	
Signed:	Date:
Please print name:	



Dear Parents/Carers,

Please complete the following permission slip concerning Forest School sessions in Willaston Meadow. (Some sessions may be based on our school site using our outdoor classroom).

Safety will be our priority during visits to the Meadow and we will always maintain appropriate adult child ratios. We may have camp fires and the children may get the opportunity to cook and sample some camp food. Please give details of any allergies the children may have.

Forest School Teacher

Child's Name: Year Group:	
<input type="checkbox"/> I give permission for my child to attend Forest School sessions in Willaston Meadow.	
Medical issues. Please include any information about medication e.g. inhalers, epi pens that need to go with your child.	
Please detail any food allergies your child may have.	
Name of Parent/Carer	
Signature of Parent/Carer	



Appendix 7

Welcome to Willaston C of E Primary School




The safety of our pupils, staff and visitors is very important to us.

Please read the following information. We believe that all our pupils have the right to be safe and feel safe.

Please help support us with this by adhering to the following points.



- All visitors must sign in at Reception, and must wear the ID badge provided at all times. Please return badges as you sign out.
- Visitors must be accompanied by a member of staff during their visit, and must never be left alone with pupils.
- Please be gracious if you are asked to identify yourself by a member of staff.
- If you have any concerns regarding the safety or wellbeing of anyone, please alert a member of staff.
- Please ensure mobile phones are switched off and not used whilst on the school premises. Cameras and taking images of children are strictly not permitted.
- In the event of an emergency evacuation, which is signalled by a continuous bell, please leave the building via the nearest safe exit and go to the appropriate assembly point in the school playground and report to office staff.
- Smoking is not permitted within school grounds.
- Dogs are not permitted anywhere on the school grounds.
- For a full list of Safeguarding Contacts please see our Safeguarding Policy on our website www.willastonceprimaryschool.co.uk.

Headteacher and Safeguarding Lead	Mr G Graham - 0151 832 5360	
Chair of Governors	Mr R Hinds - 07812 332990	
Safeguarding Governor	Mr A Hart – 07769 333696	
Business Manager	Mrs Z Taylor 0151 832 5361	
Site Maintenance Officer	Mr J Davies – 0151 832 5360	