

Greater Grace School of Christian Education

Safeguarding Children and Young People in Education

Introduction

This procedure, Safeguarding and Child Protection Policy v20, updates and replaces, Safeguarding and Child Protection Policy v19 for Greater Grace School. It is based closely on the Cheshire West and Chester Safeguarding Policy Framework for Children and Young People in Education, and it reflects the latest Statutory Guidance:

[Keeping Children Safe in Education \(2020\)](#)

and [Working Together to Safeguard Children \(2018\)](#)

The Prevent Duty, Departmental advice for schools and childcare providers, July 2015, and **The Children Act 2004**. These documents are kept on file in the school. The Children Act 2004 is kept as a computer file.

This procedure should be read alongside departmental advice:

[What to do if you're worried a child is being abused, DfE \(March 2015\)](#)

[Information Sharing: Advice for practitioners, DfE \(July 2018\)](#) and

non-statutory interim guidance on [safeguarding in schools, colleges and other providers](#)

SCHOOL STATEMENT

PURPOSE OF DOCUMENT

The purpose of this document is to inform those working with children in our school, as well as their parents and the regulatory authorities, of both our broad safeguarding policy and specific child protection procedures to be implemented if abuse is disclosed to them, or if they suspect abuse. It will raise awareness that safeguarding incidents can happen anywhere and that staff should be alert to possible concerns being raised in our school. This will assist us in providing a secure environment for each child. All staff may raise concerns directly with Children's Social Care Services.

TERMS

This document uses the following terms:

- | | | |
|--|---|---|
| • School | - | Greater Grace School of Christian Education |
| • Proprietor/Trust | - | Trustees of Greater Grace School of Christian Education |
| • Chair of Trustees | - | Alastair Craddock |
| • Principal/Church Leadership | - | Alastair Craddock |
| • Designated Safeguarding Lead (DSL) | - | Diane Bailey |
| • Cover for DSL | - | Cathy Craddock |
| • Head Teacher | - | Anne Mulligan |
| • Designated Safeguarding Trustee | - | Tony Bastyan |
| • Children's Social Care Services | - | Integrated Access Referral Team (I-ART) |
| • Local Safeguarding Children Partnership | - | Cheshire West and Chester SCP |

Contact Details:

Please call the school office in the first instance: 01244 851797. For further details, see **Appendix 2**

CONTENTS

Section

- 1 - Introduction**
- 1.1 - School Commitment**
- 1.2 - Duties**

- 2 - School Responsibilities**
- 2.1 - Role and Responsibilities of Designated Safeguarding Lead**
- 2.1.1 - Referrals**
- 2.1.2 - Raising Awareness**
- 2.1.3 - Training**
- 2.1.4 - Safer Working**

- 3 - Role and Responsibilities of Head Teacher**
- 3.1 - Legal duty of referral to the DBS**

- 4 - Role and Responsibilities of Governing Body – the Trustees**

- 5 - Identifying Concerns**

- 6 - Confidentiality**

- 7 - Records and Monitoring**

- 8 - Supporting Children**

- 9 - Early support**

- 10 - Safer Recruitment**

- 11 - Volunteers**

- 12 - Safe Staff**

- 13 - Conduct of Staff**

- 14 - Supporting Staff**

- 15 - Photographing Children**

- 16 - Use of the school building by external bodies**

- 17 - Complaints and compliments**

Links to other School Policies

- **Appendix 1 – Key Points**
- **Appendix 2 – Key Contacts and Referral Flow Chart**
- **Appendix 3 – Role and Responsibilities of the DSL - Summary**
- **Appendix 4 – Indicators of Vulnerability to Radicalisation, and resources**
- **Appendix 5 – Prevent – Role and Responsibilities of the SPOC**
- **Appendix 6 – Indicators of Vulnerability to Honour – Based Abuse**
- **Appendix 7 – Sexual Offences Act 2003**
- **Appendix 8 – Assessment Framework Triangle**
- **Appendix 9 – Renewal of DBS Checks**
- **Appendix 10 – Safer Recruitment Summary**
- **Appendix 11 – Declaration for staff, trustees and volunteers**

Please note that the latest KCSIE guidance remains in force throughout the response to coronavirus (COVID-19), however, non-statutory interim guidance on safeguarding in schools, colleges and other providers is reflected in the Child Protection Policy Addendum during Covid-19 on our website.

1 Introduction

What is the difference between Safeguarding and Child Protection?

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 and Chester Safeguarding Children Partnership
<http://www.cheshirewestscp.co.uk/>
and is in line with "Working Together to Safeguard Children" (2018)
<http://www.workingtogetheronline.co.uk/>

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 the most recent version:

- The Education Act, 2002, HM Guidance;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children.

1.2 Duties

To provide a safe environment the Trustees, Head Teacher and the Senior Management Team of the school will:

- Ensure that everyone from the Designated Safeguarding Trustee to the Designated Safeguarding Lead and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;
- Ensure children know that if they are worried they can talk to 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 new arrangements now in place with **Cheshire West and Chester Safeguarding Children Partnership**. See document in Safeguarding Folder, and their website for updates.
- Include opportunities throughout the curriculum, as part of providing a broad and balanced curriculum, for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk as is appropriate to their age, stage of development and level of understanding. Relevant issues may be covered within compulsory Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils).
- Ensure that children are taught about safeguarding including online safety - KCSIE Annex C which includes how to support keeping children safe online when they are learning at home (copy in Safeguarding Folder)
- Ensure that appropriate filters and monitoring are in place so that children are safeguarded from potentially harmful or inappropriate online material
- Take all reasonable measures to ensure risks of harm to children’s welfare are minimised;
- Ensure all staff have an awareness of safeguarding issues that can put children at risk of harm - Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger;
- 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;
- Maximise school security;
- Promote pupil’s mental and physical health and safety;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- 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 and volunteers
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime, strategies;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual exploitation, child criminal exploitation, radicalisation and extremism, and violence/knife crime in the community.

2 Responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children inside and outside the school environment including school trips, activities and vocational placements;
- Involving parents and providing advice/guidance regarding safeguarding;
- Maintaining a child focus and listening to children;
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- Ensuring that all staff and volunteers know that the Designated Safeguarding Lead is Diane Bailey;
- Raising awareness with children of what are and are not acceptable behaviours.

Opportunities will be given throughout the curriculum 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;

There are many opportunities during each day when the children talk with their supervisor, and our Designated Safeguarding Lead, Mrs Bailey, is well known to all the children.

As a small school, our families are well known to us; we can see that the children have close relationships where they share with their parents at home, and we ensure that we use opportunities in small group activities to listen to the young people and let them know how we can help them in school, where they can get help outside of school such as through their local church, and that help is available by calling ChildLine on 0800 1111 at any time.

2.1 The roles and responsibilities of the Designated Safeguarding Lead

An appropriate member of the school's Senior Management 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: Diane Bailey

Supported by Anne Mulligan

In exceptional circumstances when she is not available in school and cannot be contacted by phone, and the need is urgent, cover will be provided by Cathy Craddock

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.

See Appendix 3 – The Role and Responsibilities of the Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for the following:

2.1.1 Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- Liaising with the three safeguarding partners and other agencies in line with Working Together to Safeguard Children. NSPCC – When to call the Police should help the DSL understand when they should consider calling the police and what to expect when they do.
- The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Head Teacher who will inform the Designated Officer. See **Appendix 2**
- 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 Head Teacher 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;

Following any information raising concern, the Designated Safeguarding Lead 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
- wherever possible,
 - contact Thirtyone:eight for advice (Previously known as CCPAS)
 - talk to parentsunless 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

Then decide:

- **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 whether this needs to be undertaken immediately.** (Flow Chart Appendix 2)
- 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 services e.g. I-ART complex level 3

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

2.1.2 Action following a child protection referral

The Designated Safeguarding Lead 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 (COPY ON FILE).
[HTTP://CHESHIREWESTSCP.CO.UK/POLICY-AND-PRACTICE/ESCALATION-AND-RESOLUTION-POLICY/](http://cheshirewestscp.co.uk/policy-and-practice/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).

2.1.2 Raising Awareness

- Working with the Trustees 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 15 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school or delivered directly by hand and a signature received, unless the child is leaving year 11 to go 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 and Chester Safeguarding Children Partnership.

2.1.3 Training

The Designated Safeguarding Lead needs to attend the DSL Training including Prevent Training and Multi-Agency 2-day course (previously known as Level 3) which includes training on extremism and radicalisation and its safeguarding implications. This training then needs to be updated by attending a one day refresher course, every **2 years**, unless the Designated Safeguarding Lead feels they require a repeat of the full 2-day course.

This training will enable the 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 and Chester 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, including training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will ensure **all** staff

- read Keeping Children Safe in Education (2020), Part 1 and Annex A "Further Information" which has been updated with additional useful information,
- read the most recent Safeguarding and Child Protection Policy. The *Teacher Standards 2012* states that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- understand the systems within the school that support safeguarding including the DSL role
- undertake a regular course on safeguarding and child protection that must be updated regularly. The School is committed to an on-going training programme on such matters. Yearly updates will be undertaken at the beginning of each school year.
- receive additional Safeguarding training if appropriate

All staff will be expected to complete an endorsed Basic Awareness in Safeguarding and Child Protection training within the first term of their employment/placement to enable them to understand and fulfil their safeguarding responsibilities effectively. This will be refreshed on a regular basis, and must be renewed every three years.

In addition all staff members should receive regular safeguarding and child protection updates (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 a safeguarding summary document prior to starting work
- induction training to ensure that staff
 - have an overview of the organisation
 - understand its purpose, values, services and structure
 - are able to recognise/identify signs of abuse which may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - 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
- understand confidentiality issues.

2.1.4 Safer Working Practices

The school has regard to the ***Guidance for Safer Working Practices 2015*** underpinning principles as follows:

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from the headteacher if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action, and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their local authority safeguarding procedures.

3 Roles and Responsibilities of the Head Teacher

The Head Teacher will ensure that:

- The policies and procedures adopted by the Trustees 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 Safeguarding Lead 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 undertake safer recruitment training in order 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 Designated Officer.

3.1 Legal duty concerning referral to the DBS

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult. (See <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#what-is-the-harm-test>). See section 13 – Conduct of Staff below.

The Teaching Regulation Agency (TRA) will also be informed if staff are sacked due to safeguarding issues <https://teacherservices.education.gov.uk/>

Regard must be given to 'Keeping Children Safe in Education' (2020) Part Four - 'Allegations of abuse made against teachers and other staff including supply staff and volunteers' which should be used in respect of all cases in which it is alleged that a teacher or member of staff (including supply staff and volunteers) 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;
- c. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- d. behaved or may have behaved in a way that indicates he or she may not be suitable to work with children.

This is due to the principle of transferrable risk where an individual is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, domestic violence at home – even if no children were involved, could a child trigger the same reaction, and thereby be put at risk.

4 Roles and Responsibilities of the Governing Body – the Trustees

The Trustees are collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Trustee will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all Trustees will undertake the Basic Awareness Safeguarding training with their school.

Allegations of abuse made against the Head Teacher are reported to the Chair of Trustees, and referred to the Designated Officer.

The Trustees will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- The DSL and staff are aware of and follow local safeguarding partnership arrangements so that the school contributes to multi-agency working in line with statutory guidance, Working Together to Safeguard Children;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Head Teacher and any subsequent staff disciplinary hearings;
- Trustees will ensure that the safer recruitment practices in the latest KCSIE guidance are followed in order that appointments to the senior leadership team can be adequately supported;
- There is a Designated Safeguarding Trustee to champion safeguarding issues within the school, to liaise with the Head Teacher/Designated Safeguarding Lead, and to provide information and reports to the Trustees. The Designated Safeguarding Trustee should be supported by the Chair of Trustees;
- The Head Teacher, and all staff who work with children, will undertake a full and endorsed Basic Awareness Safeguarding training regularly and have access to a refresher session every year;
- The Designated Safeguarding Lead attends at least a minimum of Level 3 multi-agency course every two years;
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities;
- Safeguarding, including online safety, is taught 'as part of providing a broad and balanced curriculum';
- Ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR (as shown in Section 6 Confidentiality)
- The expertise of the staff is employed when reviewing safeguarding policies and opportunities are provided for staff to contribute to and shape safeguarding arrangements and the child protection policy.

5 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.

A concern is when you are troubled about a child's welfare and you have reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. It involves the child's safety and well-being.

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, vulnerable, or likely to suffer 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 staff members have concerns about a child they should raise these with the school's Designated Safeguarding Lead, **immediately**. This also includes situations of abuse that may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, although any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) an inter-agency assessment will be conducted. These assessments, undertaken by a lead professional (a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor), will identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

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. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Teachers and other adults in school are also well placed to identify any children who may be in need of early help (see the Munro Report quote in the box above).

Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. Effective help can occur at any point in a child or young person's life. Staff should be able to identify the vulnerable children in the school who need who need this level of support. These children should be identified and monitored. Staff need to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm, as part of identifying vulnerable learners. The DSL will lead when early help is appropriate.

The following indicators might highlight the potential need for early help:

- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- The child is at risk of modern slavery, trafficking or exploitation.
- The child is showing early signs of abuse and/or neglect.
- The child is at risk of being radicalised or exploited.
- The child is a privately fostered child

Further information on early intervention and prevention is given in section 9.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding.

Assessments of children should therefore consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. As much contextual information as possible should be provided as part of the referral process. More information can be found at <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Online Safety

Please refer to our Online (E-safety) Policy. There is also a wealth of information, with links, to help schools and parents keep children safe online in KCSIE 2020 Annex C, which includes how to support keeping children safe online when they are learning at home.

5.1 Definitions:

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

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 others. 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.

Indicators of Abuse and Neglect

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 a high level of violence, whether or not the child is aware of what is happening. These activities may involve physical contact, including penetrative (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. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 24, KCSIE 2019).

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.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children.
- These may include interactions that are beyond 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.

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, for example, as a result of maternal substance abuse.**

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

- provide adequate food, clothing 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-takers
- ensure access to appropriate medical care or treatment.

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

Children potentially at greater risk of harm – Safeguarding vulnerable pupils

Children who need a social worker (Child in Need and Child Protection Plans)

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

Local authorities should share the fact that a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

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

Findings from the Children in Need review, [Improving the educational outcomes of Children in Need of help and protection](#) contains further information; the conclusion of the review, [Help, protection, education](#) sets out action Government is taking to support this.

Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk from suffering abuse, neglect or exploitation. Trustees should ensure that they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems

Schools can access a range of advice to help them identify children in need of extra mental health support. This includes working with external agencies. More information can be found in the [mental health and behaviour in school guidance](#). Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See [Rise Above](#) for links to all materials and lesson plans.

Learners with SEN and Disabilities

Learners with SEN and disabilities have additional safeguarding vulnerabilities:

- Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children
- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- Disabled children are more likely to be abused by someone in their family compared to non-disabled children. The majority of disabled children are abused by someone who is known to them.
- Bullying is a feature in the lives of many disabled children
- Disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children
- Disabled children (and severely disabled children even more so) may disclose less frequently and delay disclosure more often compared to typically developing children. Disabled children are most likely to turn to a trusted adult they know well for help such as family, friend or teacher

Disabled children are at greater risk of abuse and significant barriers can exist to their safeguarding and wellbeing. Understanding a child's needs, building on their strengths, overcoming the barriers and developing innovative solutions for meeting the challenges will not only enhance the child's wellbeing and protection from abuse but will provide learning that may also be of benefit for non-disabled children. Disabled children have an equal right to protection from abuse.

Child Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, criminal exploitation, and to help prevent the risks of their going missing in future.

The school has a **Child Missing Education** policy, written in accordance with the *Children Missing Education Statutory Guidance for Local Authorities - September 2016, with appropriate procedures and responses for children who go missing from education, particularly on repeat occasions.*

In the case of a child being withdrawn from the school and their whereabouts being unknown, the school will endeavour in the first place to make contact with the parents or guardians.

If no communication is received within a week, the school will contact the LEA to enquire whether they have any information regarding the child. If the LEA do not have any facts about the whereabouts of the child we will consult with the LEA about the next step which may involve handing the case over to the local Children's Services.

If this is the case, a note will be made in the Admissions Register stating that the child's whereabouts is unknown and that they have been referred to the LEA. This will be updated if any relevant information is received.

Children Looked After or previously Looked After

The school recognises that children looked after/ children in care are one of the most vulnerable groups of children so need more frequent observational assessment to meet their needs. All staff will be made aware of anyone in the school who is looked after so that the child can be supported adequately. On admission, it will be established who has parental responsibility so that statutory requirements are met.

The Governing body will ensure that staff have the skills, knowledge and understanding to keep looked after children or previously looked after children safe. Appropriate staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her will be available for all staff involved, including the designated safeguarding lead having details of the child's social worker.

When dealing with looked after children and previously looked after children, the school will work together with all agencies involved and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

The school holds a policy for Children Looked After on file.

Care leavers

*A **care leaver** is defined as a person aged 25 or under, who has been looked after by a local authority for at least 13 weeks since the age of 14; and who was looked after by the local authority at school-leaving age or after that date.*

If the need arises, the Designated Safeguarding Lead will liaise as necessary with the local authority Personal Advisor appointed to guide and support the care leaver, regarding any issues of concern affecting the care leaver.

Private fostering

Staff and volunteers should remain alert to information which suggests a child is being privately fostered. When it comes to their attention, they should notify the LA to allow the LA to check the arrangements are safe.

Physical Intervention Policy and Use of Reasonable Force

The school holds a Physical Intervention Policy, which includes the use of reasonable force.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this imbalance of power can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something that the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted that exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in KCSIE 2020 Annex A. See also County Lines below.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The school holds the following document on file if ever the need arises for such information: "Child Sexual Exploitation Definition and Guide Feb 2017" and KCSIE 2020.

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.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- 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 behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual Violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 including Rape and Sexual Assault as described in Appendix 7.

Sexual Harassment

Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. 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 (the school will consider 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:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats
 - upskirting

Upskirting

- ‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence under the Voyeurism (Offences) Act 2019 commonly known as the Upskirting Act. For further information see KCSIE 2019 Annex A.

Robust guidance on this matter may be found in Keeping Children Safe in Education 2020, and in the DfE guidance *Sexual Violence and Sexual Harassment between Children in Schools and Colleges*. This document covers:

- what sexual violence and harassment is
- schools’ and colleges’ legal responsibilities
- a whole school or college approach to safeguarding and child protection
- how to respond to reports of sexual violence and sexual harassment

ORGANISED ABUSE

Organised abuse is sexual abuse where there is more than a single abuser and the adults concerned appear to act in concert to abuse children and/or where an adult uses an institutional framework or position of authority to recruit children for sexual abuse.

PEER-ON-PEER ABUSE

All staff should be aware that children can abuse other children.

Peer on peer abuse:

- features physical, emotional, sexual and financial abuse of young people by their peers,
- can impact any young person, although the characteristics/experiences of some can be exploited by their peers, or missed by services, making them more vulnerable to abuse than others
- is influenced by the nature of the environments in which young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc., can all be used to exert power over a peer.
- can affect any child/young person, sometimes vulnerable children are targeted. For example:
 - Those living with domestic abuse or intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling or friend
 - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
 - Those with SEND
- hinges upon young people's experiences of power, and ultimately the notion of consent
- concepts of abuse are built upon notions of 'power' and therefore 'consent', not to be confused with the age of consent to sexual activity:
 - young people over the age of consent (16 and 17 year olds) can be abused by their peers
 - Many young people who abuse their peers are themselves below the age of consent
- abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"
- both girls and boys experience peer-on-peer abuse however they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence
- involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible.
- While perpetrators of peer-on-peer abuse pose a risk to others they are often victims of abuse themselves.

The information above is based on information in Practitioner Briefing: What is peer on peer abuse? MsUnderstood Partnership (2015)

Forms of Peer-on Peers Abuse

This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting; and initiating/hazing type violence and rituals.

Actions the school will take

The school may have to deal with a wide continuum of children's behaviour on a day to day basis and most cases will be dealt with via school-based processes. These are outlined in the following policies:

- Motivation and Behaviour Management Policy
- Anti-Harassment and Bullying Policy
- Online (E-Safety) Policy
- Data Protection Policy

The school will also act to minimise the risk of peer-on-peer abuse by ensuring the school provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

Action on serious concerns

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. The school will take this as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer to peer abuse may be a one off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive, however, in some circumstances it may be less clear. In all cases the staff member should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a student against another student, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have emerging needs, complex/serious needs or child protection concerns.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) should be referred immediately to the Designated Officer or the Police.

All allegations should be discussed with the Designated Officer on **the day** the allegation is made known to the school and advice sought from the Designated Officer.

Particular considerations for cases where peer on peer abuse is a factor include:

- What is the nature, extent, and context of the behaviour including verbal, physical, sexting and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child themselves and others i.e. other children in school, in the child's household, extended family, peer group, or wider social network?

RESOURCES ON PEER-ON-PEER PRESSURE CAN BE FOUND AT:

<http://www.msunderstood.org.uk/assets/templates/msunderstood/style/documents/MSUPB01.pdf>

Serious violent crime

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or
- a significant change in wellbeing,
- signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. For further information see KCSIE 2020 Annex A.

Child Criminal Exploitation: County Lines

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

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

Safeguarding pupils who are vulnerable to extremism and radicalisation

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.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff, trustees or volunteers, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

Greater Grace 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 governing equality and human rights.

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. Greater Grace 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. Details of Educate Against Hate resources are also in Appendix 4

Greater Grace 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 Trustees, the Head Teacher 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 curriculum, Motivation and Behaviour Management Policy, Anti-Harassment and bullying policy, and other issues specific to the school's profile, community and philosophy.

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). 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.

The SPOC for Greater Grace School is Diane Bailey.

The responsibilities of the SPOC are described in Appendix 5.

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 who are vulnerable to Exploitation or Trafficking, or to Honour-Based Violence including Forced Marriage and Female Genital Mutilation,

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.

Our staff are supported to

- recognise warning signs and symptoms in relation to specific issues, and may include such issues in an age appropriate way in their curriculum,
- 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.

HBA - So-called 'honour-based' abuse 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 doubt, 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. See Appendix 6 for a range of potential indicators that a child may be at risk of HBA.

Female Genital Mutilation (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.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires mandatory reporting (see **Appendix 6**).

Staff with teaching responsibilities have **a specific legal duty to act** with regards to concerns about female genital mutilation (FGM) and must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL. However, all staff should speak to the DSL where there are concerns.

The school will access the following documents if ever the need arises for such information, as referred to in Annex A of KCSIE 2019:

'Multi-Agency Statutory Guidance on Female Genital Mutilation'

'FGM Mandatory Reporting Fact Sheet' and

'FGM - Mandatory Reporting of Female Genital Mutilation – procedural information',

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:

fmufco.gov.uk.

Working Together to Safeguard Children, 2015/ <http://www.workingtogetheronline.co.uk/>

Keeping Children Safe in Education, 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Sexting

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/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf

Guidance and practical support on these and other safeguarding issues will be sought from expert and professional organisations, if and when needed, using the NSPCC and GOV.UK websites:

Further Safeguarding Information may be found in KCSIE 2020 Annex A which signposts schools towards further information on specific safeguarding issues with links to further support.

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County lines
- Domestic violence and abuse – *for help identifying the signs of domestic abuse:*
 - NSPCC: UK domestic-abuse signs symptoms effects
 - Refuge: what is domestic violence/effects of domestic violence on children
 - SafeLives: young people and domestic abuse
- Operation Encompass is a police initiative to work together with schools to provide emotional and practical help to children who have witnessed domestic abuse
- Homelessness – the DSL should be aware of the contact details and referral routes of the Local Housing Authority to enable them to raise concerns. Referrals to the Local Housing Authority should not replace referrals to children’s social care where a child is being harmed or at risk of harm. Schools should recognise that for 16- and 17-year-olds homelessness may not be family-based, and the DSL should ensure appropriate referrals to children’s services are made where necessary.
- So called Honour-based abuse including Female Genital Mutilation and Forced Marriage
- Preventing radicalisation including The Prevent Duty and Channel
- Peer on peer / child on child abuse (including bullying (and cyberbullying) and sexting)
- sexual violence and sexual harassment between children in schools including upskirting
- The response to a report of sexual violence and sexual harassment
- Links to additional advice and support

Alternative Provision

- If the school places a pupil with an alternative provision provider, they remain responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The provider should provide written confirmation that appropriate safeguarding checks have been carried out on those working at the establishment.

Adults Who Supervise Children on Work Experience

- When organising work placements, the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Children staying with Host Families (Homestay) – See Annex E KCSIE 2020

Sharing Safeguarding/Child Protection Information with a New School or College

When a pupil with child protection issues moves school, the DSL should consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE gives the example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place for the pupil's arrival.

Mental Health

All staff should also 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 that 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 throughout 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 child protection policy and speaking to the designated safeguarding lead.

The Department for Education has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans. See KCSIE 2020 Paragraph 38 for these links.

Additional information and support

The Department for Education advice [What to Do if You Are Worried a Child is Being Abused – Advice for Practitioners](#) provides more information on understanding abuse and neglect.

Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful. The **NSPCC** website also provides useful additional information on abuse and neglect and what to look out for.

Staff have all read **KCSIE 2020 Annex A** which contains important additional information about specific forms of abuse and safeguarding issues to which they can refer.

5.2 Disclosure

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

“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

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 over react – 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 in order 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 the record of concern form and hand it to the Designated Safeguarding Lead
- 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.

HOW TO RESPOND TO A CHILD WANTING TO TALK ABOUT ABUSE

It is not easy to give precise guidance, but the following may help:

GENERAL POINTS

- Show acceptance of what the child says (however unlikely the story may sound)
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – don't promise confidentiality
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

HELPFUL THINGS YOU MAY SAY OR SHOW

- "I believe you"
- Show acceptance of what the child says
- "Thank you for telling me"
- "It's not your fault"
- "I will help you"

Do not say

- "Why didn't you tell anyone before"
- "I can't believe it!"
- "Are you sure this is true?"
- "Why? How? When? Who? Where?"
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"

CONCLUDING

- Again, reassure the child what you are going to do next and that you will let them know what happens (the DSL might have to consider referring to the Children, Schools and Families department or the Police to prevent a child or young person returning home if the school considers them to be seriously at risk of further abuse)
- Contact the person in the school responsible for coordinating child protection concerns or contact the Children, Schools and Families department / Police/ NSPCC
- Consider your own feelings and seek pastoral support if needed

WHAT TO DO ONCE A CHILD HAS TALKED TO YOU ABOUT ABUSE

THE PROCEDURE

- Make notes as soon as possible (preferably within one hour of the child talking to you), writing down exactly what the child said and when she/he said it, what you said in reply and what was happening immediately beforehand (e.g. a description of the activity).

Record dates and times of these events and when you made the record. Keep all hand-written notes, even if subsequently typed. Such records should be kept safely for an indefinite period.

Use the form "Responding to abuse – worker's action sheet"

- Report your discussion as soon as possible to the DSL. If the latter is implicated report to the Head Teacher. If all are implicated, report to the Safeguarding Governor, who should contact the Designated Officer.
- You should not discuss your suspicions or allegations with anyone other than those nominated in the above point.
- The Designated Officer acknowledges receipt of referral and makes a decision, within one working day of a referral being made, about the type of response that is required and lets the referrer know the outcome
- Once a child has talked about abuse the DSL should consider whether or not it is safe for a child to return home to a potentially abusive situation. On rare occasions, it might be necessary to take immediate action to contact the Designated Officer and/ or Police to discuss putting into effect safety measures for the child so that they do not return home.

6 Confidentiality and Information sharing

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

Where there is a 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.

Staff should only involve those who need to be involved when a child tells them he/she is being abused or neglected.

The Head Teacher or 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 professional responsibility to share information with the three safeguarding partners and other agencies in order to safeguard children.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Staff will have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions 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'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This

includes allowing practitioners to share information without consent where there is a good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but 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.

- Schools should not provide pupils' education data where the serious harm test is met. For example, in a situation where a child is in a refuge or other emergency accommodation, and the serious harm test is met, they must withhold the data in compliance with the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

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

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful; (see Safeguarding Folder) and
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- in Data Protection: toolkit for schools – Guidance to support schools with data protection activity, including compliance with the GDPR.

7 Records and Monitoring

Child protection information will be stored and handled in line with the principles of the Data Protection Act 2018 to ensure that information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

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. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Head Teacher.

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.

Hard copies of records or reports relating to Safeguarding concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. The main pupil file will have a blue C in the top right hand corner to denote the existence of a separate file. Schools may hold some electronic records, for example, a record of concern log or the multi agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead.

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 separate, confidential file.

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 recording 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 or the Local Authority Designated Officer, whenever necessary and recorded.

If the child moves to another setting the Safeguarding file should be sent, by registered post immediately to the Designated Safeguarding Lead at the new setting, making sure that the Safeguarding file is transferred separately from the main pupil file. There must be liaison between the two Designated Safeguarding Leads in order to ensure a smooth and safe transition for the child.

Where the new school is not known, the Educational Welfare Service 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.

8 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 2015

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 a reluctance on the part of some adults to accept that abuse can occur.

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

- disabled or have special educational needs
- children in the care of the Local Authority
- living in a domestic abuse situation who can be impacted whether they witness or suffer abuse in an intimate personal relationship at home
- 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.

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 Motivation and Behaviour Management Policy which is aimed at supporting all pupils. The school will ensure that each pupil knows that some behaviour is unacceptable, but they are nonetheless valued even when that behaviour was by their own free volition. The school will take particular care to ensure that vulnerable pupils know that they 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. The Child Protection Plan will immediately be sent with the confidential Safeguarding file, separate from their main file, by Recorded Delivery to the new Designated Safeguarding Lead (within 15 days maximum).

9 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 level 2 and 3 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 the Integrated access and referral team (**I-ART**) 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.

10 RECRUITMENT

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019. 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.

See **Appendix 8** for information on renewals of DBS checks

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

- identity checks must be carried out on all appointments to our school workforce before the appointment is made
- 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 everyone engaged in teaching work whether a qualified teacher or not. This will be done using Teacher Services (<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>)
- All leaders and managers, including trustees, are now required to have a section 128 Management Check done using Teacher Services
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff and trustees
- The applicant's right to work in the UK will be checked and evidence kept on record.
- 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

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges - see *paragraphs 154 and 160 KCSIE 2020 (Jan. 2021 update)*. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the school will make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. *Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.*

Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available the school will seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, the school will consider the

circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. *Further information can be found in DfE Guidance: Recruit teachers from overseas.* All steps taken will be well documented.

11 VOLUNTEERS, VISITORS, AND AGENCY STAFF

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

Where a parent or other volunteer or visitor such as a guest speaker 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.

Visitors with a professional role, such as an Ofsted inspector, a social worker, educational psychologist or members of the Police, will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

The school does not use agency staff, however, should we do so in the future, we will check that any agency staff member attending the school is the same person that the agency has provided the vetting checks for. If staff supplied by an employment business have lived outside the UK, the employment business must have made additional checks for the appropriate countries, and the school will get written confirmation to that effect from the employment business.

12 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 (See Appendix 9).

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, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then consult with the Local Authority Designated Officer.

Allegations against the Head Teacher are reported to the Chair and referred to the Designated Officer via the referral form.

13 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 2020 on appointment/induction and have read Part 1 and Annex A as a minimum.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

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;
- Giving excessive one to one attention beyond the normal requirements of the role;
- Making inappropriate sexual comments; 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 and Chester Safeguarding Children Partnership procedures, this will be viewed as misconduct, and appropriate action will be taken.

What is harm?

Harm is considered in its widest context which, according to the Disclosure and Barring Service (DBS), may include sexual harm, physical harm, neglect, financial harm, verbal harm, emotional or psychological harm. This is not a fully comprehensive list; harm can take many different forms.

What is the harm test?

A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult.

13.1 Safeguarding concerns, or allegations, about a staff member

Where there is a concern, or an allegation is made, about any person working in or on behalf of the school (including supply staff and volunteers) that he or she has:

- e. behaved in a way that has harmed, or may have harmed, a child;
- f. possibly committed a criminal offence against or related to a child;

- g. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- h. behaved or may have behaved in a way that indicates he or she may not be suitable to work with children.

This is due to the principle of transferrable risk where an individual is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, domestic violence at home – even if no children were involved, could a child trigger the same reaction, and thereby be put at risk.

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

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 Head Teacher and make a record
- In the event that an allegation is made against the Head Teacher, the matter will be reported to the Chair of Trustees who will proceed as the 'Head Teacher'
- The Head Teacher 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 Head Teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head Teacher will consult with the Local Authority Designated Officer 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 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 Head Teacher will inform the Chair of Trustees of any allegation.
- If consideration needs to be given to the individual's employment, advice will be sought from the Trustees and from Thirtyone:eight (Previously known as CCPAS) Lo-call: 0845 1204550 or (STD): 01322 517817

Further information can be found in KCSIE 2020 part 4.

Should there be a concern or allegation against a supply teacher, please refer to KCSIE 2020 paragraphs 214-217.

14 Supporting staff

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 Head Teacher and to seek further support, if necessary.

The Designated Safeguarding Lead and the Head Teacher can seek personal support through Thirtyone:eight, the SCiE Team, or other appropriate services.

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.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. Also see above - 2.1.4 Safer Working Practices

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 THAT SOME PEOPLE DO ABUSE CHILDREN THROUGH TAKING, USING OR CIRCULATING IMAGES.

Staff and Volunteers

- Parental consent will be sought at Admission and permissions noted.
- Staff and volunteers must seek the authorisation of the Head Teacher prior to taking photographs/ videos of children and must only use school equipment unless given specific authorisation by the Head Teacher.
- The use of cameras on mobile phones is forbidden
- the downloading of images onto any internet site is forbidden except the school website and school Facebook page by the staff member authorised to do so
- The school will not identify individual pupils by name alongside any photograph
- 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, photos that include other children should not be uploaded to the internet or social media such as Facebook without the express permission of their parents.

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 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.

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.

16 Use of the school building by external bodies

Greater Grace School was founded in September 1998 by Greater Grace Evangelical Church - a non-denominational, family-oriented local church and a member of the Evangelical Alliance.

The Church is the only external body to use the school premises out of school hours. The school has obtained Enhanced DBS checks (with Regulated Activity where appropriate) for the Pastor, Sunday School workers, and other key leaders. There are arrangements in place to co-ordinate with the school on safeguarding matters.

17 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 by senior staff e.g. the Head Teacher and Trustees. Please see the Complaints Policy on the school website, or contact the Head Teacher for a copy. Complaints from staff are dealt with under the school's staff procedures.

SAFETY MATTERS

An annual safety review will be held to consider all aspects of safety for children and young people.

The school's arrangements to fulfil other safeguarding and welfare responsibilities are as follows:

- Ensure high standards of provision and care for children and learners
- Actively promote equality and diversity
- Tackle bullying and discrimination immediately
- Actively promote British values
- Prevent radicalisation and extremism
- Ensure that all persons know how to complain and understand the process for doing so
- Ensure that children and learners are protected and feel safe.
- Challenge any discriminatory behaviour and give help and support to children about how to treat others with respect
- Consistently promote positive behaviour
- Ensure that all children and learners can identify a trusted adult with whom they can communicate about any concerns, and know that these adults will listen to them and take their concerns seriously
- Ensure that written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records will be shared appropriately and, where necessary, with consent.
- Make clear risk assessments
- Oversee the safe use of technology by ensuring that our policies and procedures are adhered to
- Use an Acceptable Use Agreement
- Carefully select and vet staff and volunteers working with children and learners according to statutory requirements.
- Check all staff using Enhanced DBS checks
- Ensure that all staff have regular Child Protection and Safeguarding Training
- Ensure that the Designated Safeguarding Lead undertakes training at two-yearly intervals, and in addition receives an update at least yearly

- Ensure training allows the DSL to “recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online”.
- Keep the Single Central Record up to date
- Regularly review safeguarding policies and procedures to keep all children and learners safe
- Ensure the school holds more than one emergency contact number for each pupil.

Links to other School policies

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

Anti-harassment and bullying policy:

Children Missing Education policy:

Data Protection Policy:

Online (E-Safety) Policy:

ICT Acceptable Use Policy:

Preventing Extremism and Radicalisation Policy:

Health and Safety Policy:

First Aid Policy:

Medication Policy:

Equal Opportunities Policy:

Motivational and Behaviour Management Policy:

Lost Children Policy:

Physical Intervention Policy:

Staff Code of Conduct Policy:

Whistleblowing Policy:

Cheshire West and Chester Safeguarding Children procedures

Safeguarding Children in Education
 4 Civic Way (Floor 2)
 Ellesmere Port CH65 0BE
scie@cheshirewestandchester.gov.uk

Policy Version 20 agreed by Trustees	26/08/2020
Updated Version 20a agreed by Trustees	15/02/2021
Review due by	30/09/2021

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 neglected, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located on the School website and in the School Office. 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 Safeguarding Lead, Diane Bailey, 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?" Use **TED** – "Tell me about that... Explain that to me... Describe that..."
5. Immediately tell the Designated Safeguarding Lead unless they are the subject of the accusation. Only involve those who need to be involved when a child tells you he/she is being abused or neglected 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 Head Teacher, you should report your concerns to the Chair of Trustees, Alastair Craddock.
6. Discuss with the Designated Safeguarding Lead 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 Designated Officer 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 Safeguarding Lead or the Chair of Trustees where the allegation is against the Head Teacher, should refer the matter to the Designated Officer or the Contact and Referral Team (helped by your notes). Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job.
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.

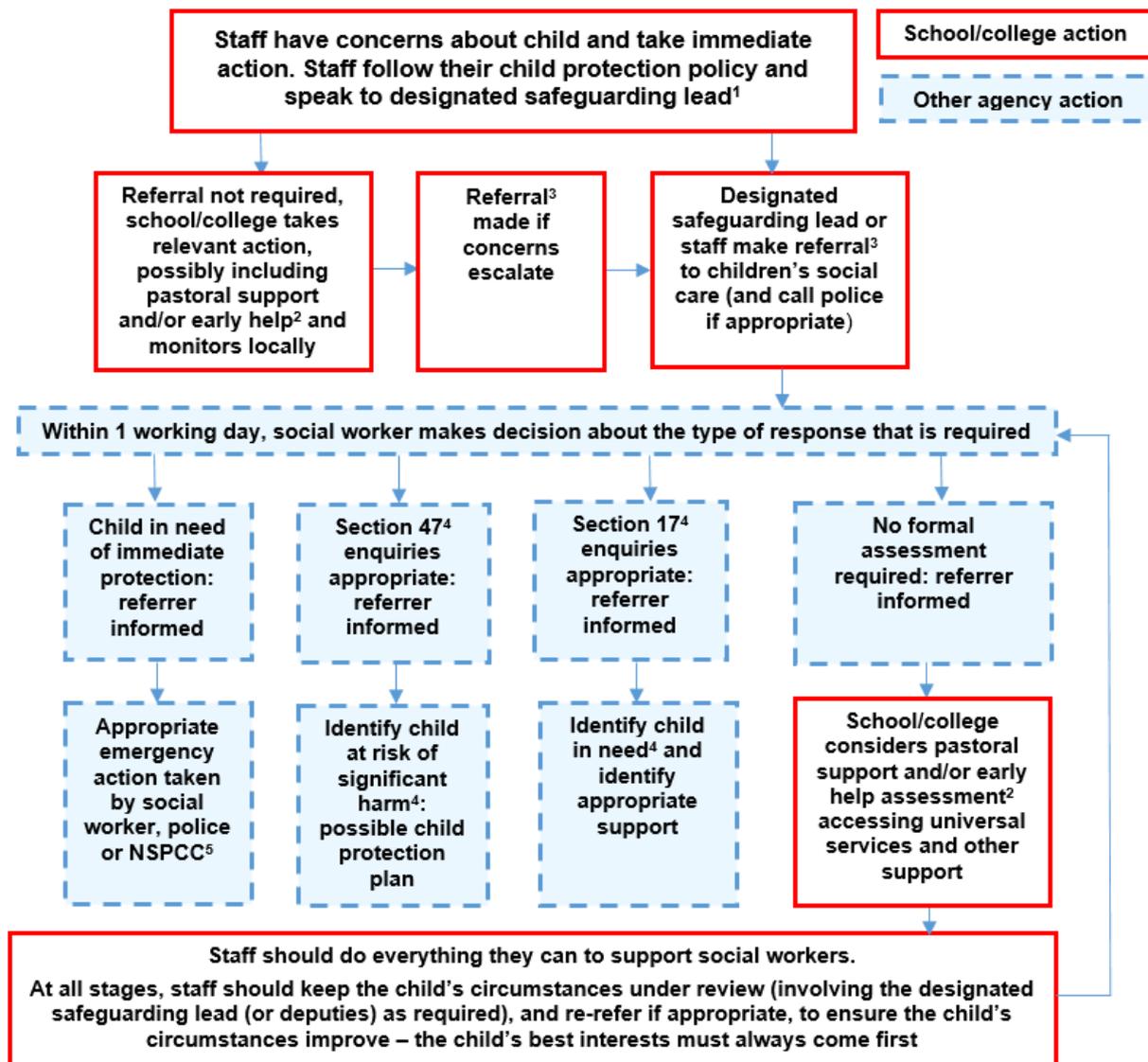
Any questions or concerns, however small, speak with Diane Bailey, Designated Safeguarding Lead

Essential contacts

	Contact Details
<i>Designated Safeguarding Lead</i>	Diane Bailey – 01244 851797
<i>Head Teacher</i>	Anne Mulligan – 01244 851797
<i>Designated Trustee for Safeguarding</i>	Tony Bastyan – 01244 851797
<i>Chair of Trustees</i>	A. Craddock – 01244 851797
<i>Cover for DSL</i>	Cathy Craddock – 01244 851797
<i>Designated Officer</i>	Paul Jenkins – 0151 356 6550
<i>LA Safeguarding Children in Education (SCiE) Officer and PREVENT Contact</i>	Kerry Gray – 0151 356 6549 – 07789 484743 kerry.gray@cheshirewestandchester.gov.uk (Vicki Thomason – 0151 337 6329 Neston)
<i>SCiE Team</i>	0151 356 6843 scie@cheshirewestandchester.gov.uk
<i>Integrated Access and Referral Team</i> 8.30-5pm Mon-Thurs 8.30-4.30 Fri	0300 123 7047
<i>Emergency Duty Team</i> (Out of hours) 4.30pm-8am Mon-Thurs From 4pm Friday 24hours weekends and bank holidays	01244 977 277
<i>Cheshire West and Chester Safeguarding Children Partnership</i>	http://www.cheshirewestscp.co.uk/ 0151 356 6494
<i>TAF Co-ordinator</i>	Contact the I-ART Team above
<i>CAMHS</i>	http://www.cwp.nhs.uk for local services
<i>Cheshire Police</i>	0845 458 0000 or 101 for non emergencies 999 in case of emergency
<i>Safer Schools Youth Officer</i>	Sally-Anne.Malone@cheshire.pnn.police.uk 07989 678910 ssyp@cheshire.pnn.police.uk
<i>Neighbourhood Policing Officer</i>	Paul Taylor paul.taylor3564@cheshire.pnn.police.uk
<i>Thirtyone:eight</i> (Previously known as CCPAS)	0303 003 1111
<i>NSPCC</i>	the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk . Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Referral Flowchart

Actions where there are concerns about a child



¹In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

²Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

ROLE AND RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD Summary

The Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a student. The DSL (and the Head Teacher) are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns.

Diane Bailey is the member of the Senior Management Team appointed as DSL by the Trustees. Given the size of the school, a Deputy Designated Safeguarding Lead is not required. However, in the absence of the DSL where she cannot be contacted by phone, if any delay in responding to a student's needs might be detrimental to the student's welfare, cover for the Designated Safeguarding Lead is available.

The DSL is required to undertake child protection training every two years and should supplement this training by attending workshops where available, at least annually. This training should also help the DSL recognise the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation, and are confident they have the capability to support SEND children to stay safe online.

Requirements:

- Have the skills and ability to identify signs of abuse.
- Know how to refer concerns and liaise with the three safeguarding partners and other agencies in line with Working Together to Safeguard Children and know when they should call the police - NSPCC – When to call the Police should help the DSL understand when to consider calling the police and what to expect when they do.
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely.
- Ensure that all staff have access to and understand the school Safeguarding and Child Protection Policy and Procedures.
- Offer support, advice and give a level of expertise to all members of the school staff team.
- Be able to provide basic awareness child protection training as part of the induction for all new staff in the school and be part of any other relevant training.
- Be responsible with the Headteacher for the annual review and update of the School Safeguarding Policy and the presentation of this to the Governing Body.
- Ensure that a copy of the Safeguarding and Child Protection Policy is available for any parents who request to see it.
- Ensure that the Headteacher and Chair of Trustees are updated on a regular basis about all issues and child protection investigations.
- Ensure that relevant safeguarding files are copied and forwarded appropriately when a child/young person transfers to another school.
- Be part of the team who review and monitor any causes of concern relating to students which are raised in school

**INDICATORS OF VULNERABILITY TO RADICALISATION
and teaching resources available**

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.

Educate Against Hate:

Resources to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people may be found at:

<https://educateagainsthate.com/teachers/>.

The platform provides information on and access to training resources for teachers, staff and school and college leaders.

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

The SPOC for Greater Grace School is Diane Bailey, 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 Greater Grace School 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.

INDICATORS OF VULNERABILITY TO HONOUR- BASED ABUSE including FGM

So-called Honour- Based Abuse (HBA) is a term used to describe violent and non-violent forms of abuse committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBA are women or girls, although men may also be at risk.

Women and girls may lose honour through expressions of autonomy, particularly if this autonomy occurs within the area of sexuality. Men may be targeted either by the family of a woman who they are believed to have 'dishonoured', in which case both parties may be at risk, or by their own family if they are believed to be homosexual.

Some common triggers for HBA include:

- Refusing an arranged marriage
- Having a relationship outside the approved group
- Loss of virginity
- Pregnancy
- Spending time without the supervision of a family member
- Reporting domestic violence

'Honour-based abuse' is intended to 'protect or defend family honour' by preventing and punishing a person's violations of family or community 'norms'. A child who is at risk of honour based abuse is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

According to the [Metropolitan Police Service](#), an honour-based crime might be committed against someone who:

- becomes involved with a boyfriend or girlfriend from a different culture or religion;
- wants to get out of an arranged marriage;
- wants to get out of a forced marriage;
- wears clothes or takes part in activities that might not be considered traditional within a particular culture.

The perceived immoral behaviour which could precipitate a murder includes:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Kissing or intimacy in a public place;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships.

Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

Mandatory reporting of Female Genital Mutilation

Female Genital Mutilation (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.

Staff must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL)

The school can access the following document if ever the need arises for such information: 'Multi-Agency Statutory Guidance on Female Genital Mutilation' (CEE MOD) or <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

The London Safeguarding Children Partnership's information on 'Safeguarding Children at Risk of Abuse through Female Genital Mutilation' can also be taken into account: http://www.londoncp.co.uk/chapters/sq_ch_risk_fgm.html

Sexual Offences under the Sexual Offences Act 2003 including Voyeurism (Offences) Act 2019 (commonly called the Upskirting Act)

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.

Sexual Harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. 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 (the school will consider 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:*
 - *non-consensual sharing of sexual images and videos;*
 - *sexualised online bullying;*
 - *unwanted sexual comments and messages, including, on social media; and*
 - *sexual exploitation; coercion and threats*
 - *upskirting*

Upskirting

- 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence under the Voyeurism (Offences) Act 2019 commonly known as the Upskirting Act. .

Robust guidance on this matter may be found in Keeping Children Safe in Education 2020, Annex A, and in the DfE guidance *Sexual Violence and Sexual Harassment between Children in Schools and Colleges*. This document covers:

- what sexual violence and harassment is
- schools' and colleges' legal responsibilities
- a whole school or college approach to safeguarding and child protection
- how to respond to reports of sexual violence and sexual harassment

Assessment Framework Triangle



RENEWAL OF DBS CHECKS

Information taken from: (<https://www.teachers.org.uk/sites/default/files2014/ecr31-dbs-checks.doc>).

Since there has never been a requirement for a rolling programme of three-yearly checks for staff who have unbroken service, DBS checks will only be renewed if there has been a break of three months or more. However, a return to work after a period of statutory leave (e.g. maternity, adoption, parental leave, sabbatical, or sickness), is not a new appointment, nor a break in service, as long as the employment remains continuous, therefore a DBS check is not required by law.

The only reference to three-year checks in *Safeguarding Children and Safer Recruitment in Education* (the DfE's statutory guidance prior to '*Keeping Children Safe in Education....*') was at Appendix 11, where it was recommended for agency staff only. Such routine checks for staff directly employed by the school are not required and are considered to be excessive, as they go beyond what the law requires or the Government recommends.

If a new staff member has previously been DBS checked, there is no statutory requirement that another DBS check is carried out *before* taking up a job in our school, provided they have continuous service and the check is at the correct level for the new post, other than a check of the Barred Lists.

In this case the school will carry out a risk assessment to assess whether the check is at the correct level for the current role, whether it is accurate and whether they trust the previous organisation to have carried out the check efficiently.

The school will ask for evidence from the previous school, college, local authority or supply agency, that the check was undertaken.

However, the school will ensure that an enhanced DBS check is undertaken as soon as possible for the school Single Central Records, or use the update service if the employee is subscribed to this service.

SAFER RECRUITMENT Summary

Before employing a teacher, the school will take all reasonable steps to establish whether the individual is subject to a teacher prohibition order and, if so, prevent their employment.

The school will verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available

Enhanced DBS checks will be undertaken for all staff, including volunteers who are carrying out relevant, unsupervised activities with the students, and all Trustees.

Those in regulated activity will need an enhanced DBS certificate with barred list check. A **supervised** volunteer who regularly teaches or looks after children **is not in regulated activity**. A separate barred list check (List 99 check) will be obtained if an individual will start work in regulated activity before the DBS certificate is available

A Prohibition from Teaching Check will be completed for *everyone* engaged in 'teaching work', whether a qualified teacher or not; and recorded on the Single Central Record, to ensure they are not prohibited from teaching, using **Teacher Services** (<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>).

Even people with QTS MUST have this prohibition check entered into the Single Central Record. The Teacher Service's system will be used to verify any award of QTS and the completion of an induction/probation.

All leaders and managers, including Trustees are now required to have a **section 128 Management Check** – This will be included on the school's SCR showing that checks have been according to section 128. This will also be done using Teacher Services.

Note: Section 128 directions will show on an enhanced DBS check with barred list information, provided that '**children's workforce independent schools**' is specified in the parameters of the check.

In the case of a foreign national, the appropriate overseas body from their country will be contacted for a criminal record check or police clearance. Where this proves unobtainable the Embassy of that country will be contacted to request information on any criminal records that person has. If this proves ineffectual then at least two character references will be taken from citizens residing in that country who know the person well, but this should be a final resort. They must declare if they know of any criminal records held, their relationship with the applicant and their professional capacity, if any. All steps taken must be well documented.

Ideally, all foreign nationals should obtain a criminal record check or police clearance before applying for a position with the school.

The applicant's right to work in the UK will be checked and evidence kept on record.

As part of our Safeguarding Policy, employment will not be offered without the applicant supplying evidence of a full employment history, including information on any gaps

Two professional references will be requested, for all staff, including volunteers, which go back 5 years, from senior persons and not just colleagues; character and/or pastoral references will only be requested where appropriate or relevant. Where possible, references will be obtained prior to interviews to allow any concerns to be explored with the referee and discussed with the candidate.

The criteria for NOT appointing children's workers are:

- Previous offences against children
- If the Trustees have reservations about an individual's behaviour, lifestyle, attitudes and spiritual commitment.
- If the Trustees have any reasons to doubt a worker's suitability for the job.

All new staff will be expected to read the Staff Code of Conduct Policy and all policies concerning Child Protection and Safeguarding as part of their Induction Process, including the Motivation and Behaviour Management Policy, the safeguarding response to children who go missing from education, and to know the identity of the DSL.

All new staff will need to complete a Basic Awareness Course on Safeguarding and Child Protection, renewable every three years.

The school will keep this information on all staff members as to whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed, in a single central record.

If an applicant's criminal record check reveals details of past cautions and/or convictions the following procedures will be followed:

- If the certificate simply confirms what the applicant has already disclosed, and we have already taken this information into account when making the offer of employment, we will confirm the offer of employment.
- If our decision to recruit an applicant depends upon approval from a senior staff member, we shall ensure that the decision maker has all the relevant information to hand in order to make a fair and balanced decision. This may include the applicant's initial disclosure, a disclosure statement and any other relevant information they may have provided in the interim that may inform a risk assessment.
- If the certificate reveals information that we were not expecting or that the applicant had not previously disclosed, further consideration may be necessary. .

Those conducting an interview will have regard to the safer recruitment training as set out in the latest KCSIE guidance.

Should the school take on Trainee/Student Teachers written confirmation will be obtained from the provider that it has carried out all pre-appointment checks that the school would otherwise be required to perform.

Declaration to be completed by staff, trustees, and volunteers

SAFEGUARDING AND CHILD PROTECTION POLICY v20

I have read Keeping Children Safe in Education 2020 Part One
and Annex A

I have read and understood the terms of the Safeguarding and Child Protection Policy. I understand that it is my duty to protect the children and young people with whom I come into contact and to always act in their best interests. I know what action to take if abuse is discovered or suspected, and will contact the most appropriate person, usually the Designated Safeguarding Lead, Diane Bailey. Support throughout the process is also available from the Principal and from Thirtyone:eight (previously known as CCPAS).

I am aware that if in any doubt, I should contact Children’s Social Care Integrated Access and Referral Team at Cheshire West and Chester Safeguarding Children Partnership - on 0300 123 7047.

After 4:30 I should call the Emergency Duty Team (EDT) on 01244 977277.

I understand that I can freely access the most up to date version of the following documents kept in the Safeguarding folder in the office including

- Contact sheet
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- What to do if you’re worried a child is being abused
- Information sharing advice (DfE)

as well as further resources online.

Signed:

(Print name)

Dated:

Please sign this form, then detach and return to the school office.