



## Safeguarding & Child Protection Policy

Section A – Trust Wide Policy  
Section B – School Specific Aspects of Policy

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<b>DISTRIBUTION</b>	This is a Trust -wide policy and applies to all staff within the Trust.		
<b>DOCUMENT ID</b>	FT-AM004 – Safeguarding and Child Protection Policy		
<b>AUTHOR: TRUST</b>	Helen Scott	<b>VERSION</b>	Autumn 2021
<b>RATIFIED BY THE TRUSTEES OF THE FALLIBROOME TRUST</b>	14 December 2021		
<b>POLICY REVIEW DATE</b>	December 2022		
<b>POLICY REQUIREMENT</b>	STATUTORY		

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The Fallibroome Trust (Company number: 07346144). A company incorporated as private limited by guarantee.  
Registered Office situated in England and Wales

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## 1. LEADERSHIP AND MANAGEMENT

In the Fallibroome Trust the named personnel with designated responsibility for Child Protection and Safeguarding and with designated responsibility regarding allegations against staff/those working in the school are:

Trust Safeguarding Lead for reporting concerns relating to the principal / principal's management of safeguarding within school	Peter Rubery	<a href="mailto:Peter.Rubery@fallibroometrust.com">Peter.Rubery@fallibroometrust.com</a> 07710 222198
Deputy Trust senior leader for reporting concerns relating to the principal in the CEO's absence	Helen Scott	<a href="mailto:Helen.Scott@fallibroometrust.com">Helen.Scott@fallibroometrust.com</a> 07786 362278
Local authority designated officer (LADO)	Cheshire East Cheshire West	LADO@cheshireeast.gov.uk LADO@cheshirewestandchester.gov.uk
Safeguarding Trustee	Peter Cresswell Mike Gorton	<a href="mailto:peter.cresswell@fallibroome.org.uk">peter.cresswell@fallibroome.org.uk</a> <a href="mailto:mike.gorton@fallibroome.org.uk">mike.gorton@fallibroome.org.uk</a>

Each school have their own lead with designated responsibility for

- Child Protection and Safeguarding
- Allegations against staff/those working in the school
- Cared for children

See Section B for named contacts for the school

## 2. INTRODUCTION:

At The Fallibroome Trust we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board in each school approve the S175/157 return to the Cheshire East Safeguarding Children's Partnership (CESCP) on a yearly basis.

This policy demonstrates the Trust's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- [The Education Act, 2002, HM Guidance;](#)

- [Keeping Children Safe in Education, 2021;](#)
- [Sexual Violence and Sexual Harassment between children in schools and colleges 2021](#)
- [The Statutory Framework for the Early Years Foundation Stage](#)
- [Cheshire East Safeguarding Children's Partnership procedures](#)
- [Cheshire West Safeguarding Children's Partnership procedures](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [Guidance for Safer Working Practices for adults who work with children in Education Settings](#)
- [The Governance Handbook 2020](#)
- [The Children Act 1989 \(and 2004 amendment\),](#)
- [Section 5B\(11\) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015,](#)
- [Statutory guidance on FGM,](#)
- [The Rehabilitation of Offenders Act 1974,](#)
- [Schedule 4 of the Safeguarding Vulnerable Groups Act 2006,](#)
- [Statutory guidance on the Prevent duty,](#)
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018 and Childcare Act 2006,](#)
- [Guidance for Safer Working Practices for adults who work with children in Education Settings](#)
- School online safety policy
- School Mental Health Policy
- School Relationships (and Sex) Education Policy
- Staff Code of Conduct
- Staff use of mobile phones and Social Media Policy
- ["Preventing and Tackling Bullying" DfE July 2017](#)
- [School and Colleges: When to call the police](#)

This policy also complies with the Trust's funding agreement and articles of association.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners in this school make sure their approach is child centred. This means that we consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and consult with Children's Services in Cheshire East or Cheshire West (or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in our schools; we maintain an attitude of **'it could happen here'** where safeguarding is concerned.

In our Trust we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection
- All staff act on concerns or disclosures that may suggest a child is at risk of harm
- Pupils and staff involved in Safeguarding issues receive appropriate support
- Staff adhere to a Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another
- All staff understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.

This policy is available on our Trust and schools' websites and printed copies of this document are available to parents upon request.

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff Code of Conduct.

In addition, all staff are provided with at least Part one of Keeping Children Safe in Education 2021 and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

### **3. AIMS OF THIS DOCUMENT:**

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the Trust
- To demonstrate our commitment to protecting children
- To raise the awareness, of all staff, of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To promote safe practice and encourage challenge for poor and unsafe practice
- To promote effective working relationships with other agencies involved with Safeguarding and promoting the welfare of children, especially with Children's Social Care and the Police

- To ensure that all members of the Trust community are aware of our procedures for ensuring staff suitability to work with children
- To ensure that staff understand their responsibility to support children who have suffered abuse in accordance with their agreed plan e.g. Child in Need/ Child Protection Plan

## Duties

To provide a safe environment The Trust, Governing Body, Head Teacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor 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 bring 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 any adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of their Local Authority Safeguarding Children partnership.
- Include opportunities in the Personal, Social and Health Education (PSHE) & Relationship and Sex Education (RSE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk (including E-safety) as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children’s welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff, supply staff and volunteers: *HM Government Guidance Keeping Children Safe in Education, 2021, Part 4: Allegations of abuse made against teachers and other staff* (also set out within the Local Interagency Procedures)
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;

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

#### 4. SCOPE OF THIS POLICY

This policy applies to all members of our school communities (including staff, pupils, volunteers, supply teachers, parents/carers, visitors, agency staff and students, or anyone working on behalf of the Trust / schools.

This policy is consistent with Cheshire East and Cheshire West Safeguarding Children's Partnership child protection procedures.

#### 5. DEFINITIONS OF TERMS USED IN THIS DOCUMENT:

**Child Protection:** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Safeguarding and promoting the welfare of children:** refers to the process of protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

**Early Help:** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

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

**Staff:** refers to all those working for or on behalf of the Trust/ school/ education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.

**Child:** refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however, the policy will extend to children visiting from other establishments

**Parent:** refers to birth parents and other adults who are in a parenting role e.g. carers, stepparents, foster parents, and adoptive parents.

## 6. PREVENTION:

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- Children are supported in recognising and managing risks in different situations, including on the internet; being able to judge 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 and supporting them in developing effective ways of resisting pressure
- All staff are aware of guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Importance and prioritisation are given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum
- Appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children
- Emerging themes are proactively addressed and fed back to the local authority and CЕСSР to ensure a coherent approach so that multi-agency awareness and strategies are developed
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- Support and planning for children in custody and their resettlement back into their school community is undertaken, where necessary, as part of our inclusive approach

- We comply with 'Working Together to Safeguard Children' 2018 and support the Cheshire East and Cheshire West Safeguarding Children's Partnership Timely Support for Children and Families, which supports professionals to access the **right help and support** for children and their families at the **right time**
- Each school systematically monitors pupil welfare, keeps accurate records, speak to parents and notify appropriate agencies when necessary
- All relevant staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- We encourage our schools to consult with, listen and respond to pupils;
- We use research evidence to inform our prevention work

## 7. EARLY HELP:

All staff understand the Cheshire East and Cheshire West Safeguarding Children's Partnership 'Continuum of Need' and Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our Trust staff are aware that they must be prepared to identify those children who may benefit from early help. The staff are alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care Plan or do not)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

- has returned home to their family from care
- is a 'privately fostered child'

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the relevant school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

If a member of staff has concerns about a child, they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care/consult with Cheshire East or Cheshire West Consultation Service /contact the police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by Cheshire East's and Cheshire West's Safeguarding Children Partnership.

In the first instance staff should discuss 'Early Help' requirements with the Designated Safeguarding Lead. If early help is appropriate the Designated Safeguarding Lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and practitioners and parents/carers and children in an early help assessment; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment.

Where early help and or other support is appropriate, we ensure that the situation for the child is kept under constant review. If the child's situation doesn't appear to be improving, we take appropriate action.

The children in our schools are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils.

## **8. EARLY HELP, CHILD IN NEED AND CHILD PROTECTION**

In our Trust we ensure that we follow Cheshire East's / Cheshire West's Multi-agency Practice Standards to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children where the standards are not being met.

## **9. CONCERNS ABOUT A CHILD- RECORDING AND REPORTING:**

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

Where staff have conversations with a child who discloses abuse, they follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of the discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support
- At no time promise confidentiality to a child or adult

Staff are aware that they should not question the child; other than to respond with TED - **T**ell me what you mean by that, **E**xplain what you mean by that, **D**escribe that. Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Safeguarding Lead will obtain key information and agree relevant actions after making a timely assessment of the information.

We recognise that parents may hold key information about incidents/allegations therefore, **in the majority of situations; the Designated Safeguarding Lead will speak to the parents and gain their consent** to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

The following situations are the instances in which parental consent would not be gained prior to a referral:

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication of an illness is suspected
- Female Genital Mutilation (FGM) is suspected
- Forced marriage is suspected
- Honour Based Abuse
- Extremism or radicalisation is suspected
- County Lines activities are suspected

Staff are also aware that, even in situations where the parent does not give consent, the best interests of the child are paramount and therefore, they would share their concerns. In addition, the referral will not be delayed if it has not been possible to contact the parents/carers.

A consultation will take place with Cheshire East / Cheshire West Consultation Service and/or the police immediately. Where a child lives in a different authority the Designated Safeguarding Lead follows the procedures for that authority.

Where possible we ensure that contacts with outside agencies are through the Designated Safeguarding Lead or their Deputy; however, staff are aware that anyone can make this contact. Where a member of staff makes contact, they ensure that they make the Designated Safeguarding Lead aware as soon as possible.

Each school maintains its own Safeguarding Records electronically/hard copies of records kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Headteacher and Designated Safeguarding Lead.

All records provide a factual, accurate, evidence-based account. Records are signed, dated and where appropriate, witnessed.

Each school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

Each school ensures that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. We also ensure that Key workers or social workers are notified where a child leaves the school (as appropriate).

## **10. SAFE WORKING PRACTICES**

### **Use of mobile phones, cameras and internet:**

Staff throughout our Trust take safeguarding seriously and understand this policy is over- arching. We refer staff to the '*Staff use of mobile phones and Social Media Policy*', '*Code of conduct*' and '*Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2019*'.

**Personal mobiles and electronic devices:**

Personal mobile phones and recording devices (tablets, cameras, laptops etc) are never used by staff at the school/setting.

If staff have personal phones or devices these are stored securely and will be switched off or on silent whilst during the teaching day.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds.

**School devices:**

School devices remain the property of the school/ Trust and in using them staff will follow the Use of School devices Policy.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

**Cameras photography and images:**

Each school will obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

Staff will ensure their school's designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

**Internet safety:**

On our schools' equipment we ensure that appropriate filters and appropriate monitoring systems are in place.

**Working off school premises:**

Where staff take school/ Trust computer/digital equipment / or records in paper form, off school site, they do so with the view that they abide by the Data Protection Policy.

Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transport.

**11. ALLEGATIONS AGAINST STAFF**

Support and advice are sought from Trust HR in the first instance and the Children's Services or the Local Area Designated Officer (LADO) whenever necessary.

In the Fallibroome Trust we recognise the possibility that adults working in the school; including directly employed staff, volunteers, and supply teachers, may harm children; that they may have

- behaved in a way that has harmed a child, or may have harmed a child
- committed a criminal offence against or related to a child

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

These can include incidents outside of school which do not involve children but could have an impact on their suitability to work with children

Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher without delay or, where that is a concern about the Headteacher, to the CEO and, where appropriate, the LADO.

Staff are aware that this must be done on the same working day.

The school will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support via the Whistleblowing Policy.

## 12. LOW LEVEL CONCERNS

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

Examples (taken from KCSiE 2021) of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

## 13. SAFER RECRUITMENT

The Trust pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in our organisation who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner 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 the

Children's List and right to work in England checks in accordance with DBS and Department for Education procedures

- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our Code of Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Maintaining an accurate, complete, up to date Single Central Record

#### **14. STAFF TRAINING AND UPDATES:**

There is a commitment to the continuous development of all staff, regardless of role, with regard to safeguarding training:

All staff undertake 'endorsed' Basic Awareness in Safeguarding and Child Protection training within the first term of their employment/placement. This training is refreshed every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively.

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

The Designated Lead and any Deputy have completed specific training such as Designated Safeguarding Lead Training to carry out the duties of the role and attend multi agency Safeguarding and Child Protection training on an annual basis.

The Trust acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gaps.

#### **15. CARED FOR CHILDREN (LOOKED AFTER CHILDREN) AND PREVIOUSLY CARED FOR CHILDREN**

We ensure that staff have the skills, knowledge and understanding necessary to keep Cared for Children safe as we aware that children often become cared for as a result of abuse and/or neglect. Each school have identified a designated teacher for our Cared for Children; this person works closely with the Local Authority Virtual school.

## **16. CHILDREN WITH SPECIAL NEEDS AND DISABILITIES**

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

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

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

## **17. THE USE OF 'REASONABLE FORCE'**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Each school has its own policy or procedure for the use of reasonable force which is followed by staff.

## **18. PRIVATE FOSTERING**

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aid our awareness each school establishes parental responsibility for every child in their school; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements, they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Cheshire East. The school would also inform Cheshire East of the private fostering arrangements.

## **19. CHILDREN MISSING OUT ON EDUCATION AND MISSING FROM EDUCATION**

Under Section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

Local Authority procedures for dealing with children that go missing from lessons and/or school are followed. All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left one of our schools, we ensure we carry out all necessary checks and refer them as Children Missing Education (CME), using the appropriate notification form on the Local Authority website, so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

## **20. 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.

Our Designated Safeguarding Leads will be aware of the fact a child has a social worker and will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this will 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).

## **21. CHILDREN REQUIRING MENTAL HEALTH SUPPORT**

We recognise that schools have an important role to play in supporting the mental health and wellbeing of their pupils.

We acknowledge 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.

- Each school ensures they have specific training and clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

## **22. EDUCATIONAL OUTCOMES**

Our Designated Safeguarding Leads ensures that staff know the children who have experienced or are experiencing welfare, safeguarding and child protection issues so that, as relevant, we know who these children are, understand their academic progress and attainment; this means that we are able to make necessary adjustments to help these children to achieve. In this way we maintain a culture of high aspirations for this cohort. This includes children with a social worker.

## **23. SPECIFIC SAFEGUARDING ISSUES**

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our schools but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members.

Staff are supported in accessing and completing the relevant screening tools.

As listening schools, staff are aware to be vigilant to these issues and would know how to identify and respond to:

- Physical Abuse
- Sexual Abuse
- Emotional
- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Criminal Exploitation
- Extremism and Radicalisation
- Children missing education
- Domestic abuse
- Peer relationship abuse/Teenage Relationship Abuse
- Risky behaviours

- Problematic and Harmful Sexual Behaviour
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010
- Mental health issues including Self-Harm
- Honour based abuse including - Female Genital Mutilation, Breast Ironing, Forced Marriage
- Unaccompanied asylum-seeking children
- Child Trafficking
- Modern Day Slavery

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**An overview of specific safeguarding issues and our response are provided within appendix 6.**

## **24. TRUSTEE RESPONSIBILITIES**

In line with Part 2 of Keeping Children Safe in Education 2020, The Board of Trustees fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Board have agreed processes which allow them to monitor and ensure that:

- The Trust has an effective child protection policy; Local Governing Boards ensure that procedures within the policy (section B) are localised for the school, including having robust Safeguarding procedures in place

In line with KCSiE Governing bodies ensure that the child protection policy includes:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
  - bullying (including cyberbullying);
  - physical abuse
  - sexual violence and sexual harassment.

- upskirting
  - sexting
  - initiation/hazing type violence and rituals.
- The Trust and its schools operate safe recruitment procedures and carry out appropriate checks on new staff and adults working on the school site
  - Has procedures for dealing with allegations of abuse against any member of staff or adult on site
  - Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
  - Takes steps to remedy any deficiencies or weaknesses regarding Safeguarding arrangements
  - Is supported by the Local Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair
  - Children are taught about safeguarding, including online safety as part of a broad and balanced curriculum

### **Raising Awareness**

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

### **Finally:**

Staff throughout the Fallibroome Trust take the safeguarding of each child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken

lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

APPENDIX 1 – KEY CONTACTS

**DRAFT**  
**STATEMENT**  
Staying Safe



Designated Safeguarding Lead	Gemma Scotchford
Deputy Safeguarding Lead	Richard Craven
Chair of Governors	John Brookes
Our local contact numbers are:	
Safeguarding of children concerns ( <i>Children living in Cheshire East</i> )	0300 123 5012 <i>Cheshire East Consultation Service</i> (Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm) 0300 123 5022 <i>Emergency Duty Team</i>
Safeguarding of children concerns ( <i>Children living in other Authorities</i> ) <i>Please add in relevant authority contact numbers</i>	
Allegations against an adult working with children	01270 685904/ 01606 288931 <i>Local Authority Designated Officer (LADO)</i>
Prevent referrals	Tel: 01606 362121
Police ( <i>Emergency</i> ) Police ( <i>Non Emergency</i> )	999 101



**APPENDIX 2 - GRADUATED RESPONSE**



<p><b>Universal</b></p> <p>Children whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health, GP, schools)</p> <ul style="list-style-type: none"> <li>• <b>Response:</b> - Continue meeting child's needs as a universal service in a safe environment. Universal services will remain at all levels of need.</li> </ul>	<p><b>Targeted</b></p> <p>Children who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> <li>• <b>Response:</b> - A practitioner who identifies unmet needs for a child should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.</li> </ul>
<p><b>Complex</b></p> <p>Children who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> <li>• <b>Response:</b> Request support from other agencies such as family support, commissioned services Youth Justice Services and the Attendance and Children Out of School Team. Agencies work together to provide a network of support to the child and their family.</li> <li>• Identify a lead practitioner to co-ordinate support and be primary link with the family.</li> <li>• Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress.</li> </ul>	<p><b>Specialist</b></p> <p>Children who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Justice Service.</p> <ul style="list-style-type: none"> <li>• Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.</li> <li>• Youth justice Service lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.</li> </ul>

If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS)

 Tel: 0300 123 5012

APPENDIX 3 - Definitions of Abuse

“Keeping Children Safe in Education” 2020

<p style="text-align: center;"><b>Sexual</b></p> <p>Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.</p> <ul style="list-style-type: none"><li>• The activities may involve physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing &amp; touching outside of clothing</li><li>• They may also include non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse</li><li>• Sexual abuse can take place online, and technology can be used to facilitate offline abuse.</li></ul> <p>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<p style="text-align: center;"><b>Emotional</b></p> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</p> <ul style="list-style-type: none"><li>• conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.</li><li>• not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.</li><li>• developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability</li><li>• overprotection and limitation of exploration and learning</li><li>• preventing the child participating in normal social interaction.</li><li>• seeing / hearing the ill-treatment of another.</li><li>• serious bullying (including cyberbullying) causing them frequently to feel frightened or in danger</li><li>• exploitation or corruption of them.</li></ul> <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
<p style="text-align: center;"><b>Neglect</b></p> <p>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. It may occur during pregnancy as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"><li>• provide adequate food, clothing and shelter (including exclusion from home or abandonment)</li><li>• protect a child from physical and emotional harm or danger</li><li>• ensure adequate supervision (including the use of inadequate care-givers)</li></ul>	<p style="text-align: center;"><b>Physical</b></p> <p>A form of abuse which may involve:</p> <ul style="list-style-type: none"><li>• Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.</li><li>• Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.</li><li>• Injuries in babies and non-mobile children</li></ul>

- ensure access to appropriate medical care or treatment.

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

## APPENDIX 4 – SYMPTOMS OF ABUSE

### Physical

- Bruises, black eyes and broken bones.
- Unexplained or untreated injuries.
- Injuries to unusual body parts e.g. thighs, back, abdomen.
- Bruising that resembles hand/finger marks.
- Burns/scalds.
- Human bites/cigarette burns.
- Injuries that the child cannot explain or explains unconvincingly.
- Injuries in babies and non-mobile children.

### Sexual

- Genital discomfort, pain, itching, bruising, injuries.
- Public/compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not appropriate for their age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

### Behaviours

- Marked change in general behaviour
- Low self-esteem
- Extremely passive/aggressive
- Withdrawn/withdrawal from family and friends
- Sleeping difficulties
- Eating disorder
- Lethargy/tiredness
- Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- Attendance difficulties
- Disclosure
- Self-harm

### Neglect

- Child cold/ inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems, e.g. dental decay, headlice, etc
- Lethargy, tiredness or aggressive tendencies

### Emotional

- Physical, mental and emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation/ low self esteem

## APPENDIX 5 – RECEIVING DISCLOSURES



### Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?

Explain that to me

Describe that. . .



### Reassure

- Stay calm, tell the child they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do



### Report and Record

- Make a brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The DSL will assess the situation and decide on the next steps

#### Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

*Review records regularly; add any new concerns respond to these immediately.*

**DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO**

## APPENDIX 6 – FORMS OF ABUSE

### Breast ironing also known as Breast Flattening

Staff have been made aware of an act of abuse performed on girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

### Extra-Familial Harm (also known as Contextual Safeguarding)

**including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and Serious Youth Violence**

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 (and deputies), should be considering the context within which such incidents and/or behaviours occur. This means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### Children Missing from Home or Care

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our school are aware of the Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2017-2019.

The association of chief police officers has provided the following definition a missing person *is*: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

**Push factors** include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

**Pull factors** include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

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

*“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.*

*The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”*

CSE involves exploitative situations, contexts and relationships where children 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.

In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess.

As staff we are aware that the indicators for child sexual exploitation can sometimes be mistaken for ‘normal’ adolescent behaviours. It requires knowledge, skills, professional curiosity to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given.

**Indicators a child may be at risk of CSE include:**

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other children involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;

- drug and alcohol misuse
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the Cheshire East Child Exploitation Screening form to identify pupils who are at risk and the DSL will share this information as appropriate with ChECS.

Staff have been made aware of the Pan-Cheshire CSE policy, procedures and Screening tool. Child Exploitation.

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan-Cheshire CSE policy and procedures and of the screening tool including where to find it, how to complete it and what happens next.

### **Criminal Exploitation:**

Criminal exploitation 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 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; in such cases a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (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 children or adults;
- 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.

### **County Lines**

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

## **Cyberbullying**

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

## **Domestic abuse/violence**

All our pupils have the right to be safe at school and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

We are alert to the indicators of abuse, and we have a planned approach to supporting children in a proactive way.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

- Have an ethos which puts children's wellbeing at the heart of all that we do
- Create a predictable school life with set routines
- Ensure that rules and expectations are clearly stated and understood by all
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that we follow through with any consequences or sanctions
- Support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*)
- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- Create opportunities for children to feel successful. We let the child know that they matter; taking an active interest in them
- Accept that they may not be willing or able to talk about it right away (if ever)
- Provide effective, non-verbal, systems for children to access support
- Provide reassurance that only people who need to know about the incident will know
- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

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

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

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

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;

(d) economic abuse (see subsection (4));

(e) psychological, emotional or other abuse;

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

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

(a) acquire, use or maintain money or other property, or

(b) obtain goods or services.

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

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

### Children, Young People and Domestic Abuse

#### Emotional abuse

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child’s emotional development.

We understand that it may involve the following:

- Conveying to a child 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 a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### Female Genital Mutilation (FGM)

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

- Is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it.
- Is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

**Indications that FGM may be about to take place:**

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

**Indications that FGM has taken place:**

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/a noticeable change in behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear
- Prolonged absences/ persistent unexplained absence from school/college
- Seek to be excused from physical exercise without the support of their GP
- Child not allowed to attend extra-curricular activities
- Close supervision of child by family/carers

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police".

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

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

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

### **Forced Marriage**

Staff are aware of Forced Marriage and that it 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.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

### **Indications that a Child is at risk of Forced Marriage:**

Staff are aware that they need to be aware of significant changes in the child’s presentation emotional and physical, in dress and behaviour.

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem
- Self-harming, self-cutting or anorexia
- Criminal activity e.g. shoplifting or taking drugs or alcohol

- Declining performance, aspirations or motivation
- Not allowed to attend any extra-curricular or after school activities
- Girls and young women may be accompanied to and from school/college
- Attending school but absenting themselves from lessons
- Stopping attendance at school/college
- A family history of older siblings leaving education early and marrying early

The Forced Marriage Unit has published

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGE\\_NCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGE_NCY_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: [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **Actions our school takes in relation to take around Honour Based Abuse:**

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools
- The Headteacher teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- We check in with the child/children to see if they know and corroborate the purpose of the visit.
- If a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

### **Gaming**

Online gaming is an activity that the majority of children and many adults get involved in.

The school raise awareness by:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- Talking to parents about setting boundaries and time limits when games are played
- Highlighting relevant resources
- Making our children aware of the dangers including of online grooming and how to keep themselves safe
- Making our children aware of how to report concerns

### Honour Based Abuse

Staff are aware of "Honour-based' Abuse (HBA) which 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 staff will handle and escalate as such; they are alert to the possibility of a child being at risk of HBA, or already having suffered HBA." *Keeping Children Safe in Education 2020*

Awareness raising has taken place around HBV and forced marriage; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected we would speak to ChECS before sharing our concerns with the family.

### Modern Day Slavery

The Modern Slavery Act came into Force in 2015. Modern Slavery can take many forms including the trafficking of people, forced labour, servitude and slavery.

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation

### Neglect

Staff are aware that 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
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment

- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal
- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

We are also mindful of the effects of adolescent neglect as this is as damaging as other forms of maltreatment - increasing the risk of arrest, offending and violent crime in late adolescence, and the risk of arrest and drug use in early adulthood

If we suspect neglect, we will use the Neglect Screening Tool

[http://www.cheshireeast\(CESCP\).org.uk/docs/neglect-screening-tool.doc](http://www.cheshireeast(CESCP).org.uk/docs/neglect-screening-tool.doc)

### **Online Safety**

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The schools therefore seeks to provide information and awareness to staff, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

### **Peer on peer abuse and child on child abuse**

Children can abuse other children (often referred to as peer on peer abuse, peer relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We ensure that we apply the same thresholds.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2018. [Sexual violence and sexual harassment between children guidance](#)

Where youth produced sexual images are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS) Sexting guidance. [Sexting in Schools and Colleges](#)

### **Physical abuse**

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Prevent, Radicalisation and Extremism**

The Fallibroome Trust adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2019) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; 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.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for Information technology,

Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying and the RE and PSHE curriculum.

Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

All staff have received training about the Prevent Duty and tackling extremism.

The Fallibroome Trust is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

If we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would contact:

Cheshire East / West Consultation Service

**and** contact a Police Prevent officer **01606 362121** [prevent@cheshire.pnn.police.uk](mailto:prevent@cheshire.pnn.police.uk)

**Indicators of vulnerability include:**

- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis: they may be experiencing family tensions/ a sense of isolation/ low self-esteem. They may have dissociated from their existing friendship group/ become involved with a different group of friends/ may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances: migration/local community tensions/ events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism/ discrimination/ aspects of Government policy
- Unmet Aspiration: the 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 Needs: pupils may experience difficulties with social interaction/ empathy with others/ understanding the consequences of their actions/ awareness of the motivations of others
- 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
- Significant changes to appearance and / or behaviour

- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

#### **Where necessary individuals may be discussed at Channel:**

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists.

Channel Panels meet monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

In Cheshire East, the Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They contact us afterwards to give us an update.

#### **Serious violence**

All staff are 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, or 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 are aware of the associated risks and understand the measures in place to manage these. Staff are aware of the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Criminal exploitation of children and vulnerable adults: county lines - GOV.UK

#### **Sexting/ Sharing nudes or semi-nudes images/Videos**

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting can take place in a consensual relationship between two children under the age of 18, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

Each school uses age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school for advice.

### **Sexual abuse**

Staff are aware of sexual abuse and that:

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

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

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

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

- challenging inappropriate behaviours;

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

## What is sexual violence and sexual harassment?

### Sexual violence

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

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

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

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

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

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

## Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
    - o sharing of unwanted explicit content;
    - o upskirting (is a criminal offence<sup>141</sup>);
    - o sexualised online bullying;
    - o unwanted sexual comments and messages, including, on social media;
    - o sexual exploitation; coercion and threats.

## Upskirting

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

## **The response to a report of sexual violence or sexual harassment**

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

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

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

### **Trafficked Children**

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families and are aware that this may be if they:

- Show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Have a history with missing links and unexplained moves
- Are required to earn a minimum amount of money every day
- Work in various locations
- Have limited freedom of movement
- Appear to be missing for periods
- Are known to beg for money
- Are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Are one among a number of unrelated children found at one address
- Have not been registered with or attended a GP practice
- Are excessively afraid of being deported

- Look malnourished or unkempt
- Are withdrawn, anxious and unwilling to interact
- Are under the control and influence of others
- Live in cramped, dirty, overcrowded accommodation
- Have no access or control of their passport or identity documents
- Appear scared, avoid eye contact, and can be untrusting
- Show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child has no known links
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.



## Safeguarding & Child Protection Policy

### School Specific Aspects of Policy at Nether Alderley Primary School

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#### 25. STATEMENT OF SCHOOL ETHOS

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from, abuse.

We will:

- Continue to maintain an ethos where children feel secure and are encouraged to talk, and are listened to e.g. by continuing to ensure that students feel their contribution to school life is valued

and their voice is an integral part of future thinking and developments through the community council.

- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty e.g. through identifying specific staff such as the form tutor, Learning Managers, pastoral supervisors and by outlining the specific nature of their supportive roles.
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from harm e.g. through the Pastoral Curriculum work done during tutor activities or through specific units of work in RESPECT.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and violence free relationships e.g. in specific units of work in RESPECT.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies e.g. by continuing to adopt a free flow of information to parents as the need arises and by continuing our inter-agency commitments.
- Ensure that key staff are trained in CAF (Common Assessment Framework) procedures.

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board (LSCB).

## **26. LEADERSHIP AND MANAGEMENT**

In this school any individual can contact the following if they have concerns about a young person:

Safeguarding Lead/Designated Teacher for Safeguarding is Gemma Scotchford

The Deputy Safeguarding Lead/Designated Teacher for Safeguarding is Richard Craven

The Safeguarding Governor is Nina Mowforth

All adults working with or on behalf of children have a responsibility to safeguard children. There are, however, key people within schools and the LA. who have specific responsibilities under Safeguarding procedures.

At Nether Alderley the Designated Safeguarding Lead's role is: -

- to be the first point of contact where staff have any concern or query relating to Safeguarding procedures;
- to make referrals, where appropriate, to Social Services
- to liaise with the headteacher
- to provide support to pupils and staff when concerns are expressed or referrals made

- to liaise with parents as appropriate
- to attend Child Protection case conferences as required or designate another, appropriate member of staff
- to ensure records are kept up to date and stored securely
- to ensure all staff know the correct procedures to follow in relation to Safeguarding procedures

There is also a named Governor responsible for Child Protection. The named Governor is not given details relating to specific Child Protection situations but is responsible for ensuring the school: -

- is following the LA Child Protection procedures;
- has an up to date policy;
- is the contact point for other Governors.

(Name of school) recognises the need to attend Child Protection Case Conferences or to send a written report if attendance is not possible. The appropriate member(s) of staff would attend. If this is not the Designated Child Protection Teacher an update on the outcome would be given to this teacher on return to school.

## **27. TRAINING**

All staff need to complete safeguarding training every 3 years.

The safeguarding leads need updating every 2 years and must attend additional multiagency training in order to ensure the school works well with partner agencies to safeguard children.

We will ensure that staff and other appropriate adults attend training relevant to their role. Staff are kept informed of current Child Protection issues through regular staff meeting agenda, weekly briefings and the use of CPOMS.

The Designated Child Protection Teacher is available to support staff if there are concerns or queries about Child Protection.

## **28. LISTENING TO AND RESPONDING TO CHILDREN**

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in documents produced by the Local Safeguarding Children Board (LSCB).

## **29. RECORD KEEPING PROCEDURE**

Well-kept records are essential to good child protection practice.

We use CPOMs to record any specific information in relation to any safeguarding concerns we may have regarding any children in our care.

## **30. CONFIDENTIALITY**

Staff are trained to never promise confidentiality to a child. If the child decides not to share the confidence with the teacher the latter should still pass on any concerns he/she might have had, to the Designated

Teacher for Child Protection, as a result of the initial conversation e.g. a child with obvious, visible bruising. If the child does share information of a Child Protection nature the child should be informed that the teacher would have to pass the information on to the Designated Teacher for Child Protection.

The Designated Teacher for Child Protection, having read the information, will discuss the contents with the child in question and will then either seek advice from Social Services, make a referral to Social Services under Child Protection procedures and/or seek clarification from parents as appropriate.

### **31. REFERRAL - PROCEDURES**

#### PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD –

- Report the incident or concerns to the DSL or DDSL
- The DSL will speak with the child making record of the conversation in a timely manner
- Appropriate action will be taken depending on the outcome of the conversation this could include speaking to parents, working with the child on 3 houses activity, referring for Early Help Assessment or monitoring of the situation and recording via CPOMS.

### **32. PEER ON PEER ABUSE**

Nether Alderley is committed to safeguarding and promoting the welfare of all children. We recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other young people. This is known as 'peer on peer abuse' or 'child on child abuse'.

The school is committed to preventing peer on peer abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that peer on peer abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times.

Peer on peer abuse (or child on child abuse) refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim.

Peer on peer abuse (or child on child abuse) could include (but is not limited to);

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which 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;

- sexting (also known as youth produced sexual imagery); and - initiation/hazing type violence and rituals.
- abuse within intimate personal relationships and/or teenage relationship abuse;

The school have a responsibility to minimise opportunities for peer on peer abuse. We do this by

- Staff Training to raise awareness and regular agenda on staff meetings
- Early identification of concerning behaviours
- PSCHE Teaching including SRE
- Assembly Themes
- Early help.

We recognise that some children may be more vulnerable to peer on peer abuse than others. For example, children who have already experienced abuse, those that have special educational needs or disabilities (SEND), children living in care and children who are LGBTQ+ and/or have other protected characteristics under the Equality Act 2010 may be more likely to face peer on peer abuse than other children.

We address peer on peer abuse through our curriculum, in line with Relationships Education, Sex and Relationships Education and Health Education within the Christopher Winter Project.

The school takes peer on peer abuse seriously and will respond to all concerns or disclosures of peer on peer abuse immediately. If a member of staff has a concern about peer on peer abuse, or if a child discloses peer on peer abuse to them, they will refer this to the Designated Safeguarding Lead immediately, in line with the school's Safeguarding and Child Protection policy. Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary. This will vary depending on the type of peer on peer abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report. The Designated Safeguarding Lead will always consider the following;

- the wishes of the victim in terms of how they want to proceed. The victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour;
- both the chronological and developmental ages of the children involved;
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities;
- the impact on the victim;
- if the alleged incident is a one-off or a sustained pattern of abuse; and

- if there are ongoing risks to the victim, other children, adult students or school or college staff.

Depending on the nature of the incident/s, the Designated Safeguarding Lead may

- Seek further information from those involved and witnesses.
- Undertake a risk assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the perpetrator to local services for Early Help.
- Refer the case to Children's Services via a MASH referral.
- Liaise with social workers working with children involved (if applicable).
- Make a referral to the police.

### **33. SUPPORT FOR VULNERABLE PUPILS**

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

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

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

### **34. SUPPORTING STUDENTS AT RISK**

Nether Alderley will endeavour to support students through:

- a relevant curriculum which encourages self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment e.g. our 'Anti-bullying Policy' and which give all pupils and adults a sense of being respected and valued e.g. mentoring schemes for new students and newly qualified staff;
- the implementation of positive behaviour management strategies
- regular liaison with other professionals and agencies who support the students and their families;

- a commitment to develop productive, supportive relationships with parents
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

### **35. BULLYING**

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).

This policy must be read in conjunction with other pupil welfare policies e.g. Anti-bullying policy; Behaviour and Attendance policy; Use of Reasonable Force policy.

### **36. CURRICULUM – HOW SAFEGUARDING INCLUDING ONLINE SAFETY IS TAUGHT**

As part of developing a healthy lifestyle children are taught: -

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help

Children should feel valued, respected and able to discuss any concerns they have.

We use opportunities such as Safer Internet Day and regular assemblies by the Junior Safety Officers and PCSO's to support this within school.

### **37. SAFER RECRUITMENT AND RETENTION**

Staff are required to adhere to the 'Staff Code of Practice' and report all such concerns to the Headteacher or Chair of Governors as appropriate.

Nether Alderley will ensure that all adults, whether members of staff, volunteers or involved in the transportation of students will be subject to the appropriate level of vetting procedures. The school will follow the ACPC Procedures – Allegations against Professional Carers in cases of suspected inappropriate conduct by staff in respect of children.

### **38. ROUTINE SAFEGUARDING FOR STAFF**

In order to ensure the daily safety of all staff and students, the following must be observed at all times:

- ALL staff should wear their identity laminates visibly.
- ALL visitors to the school site should report to reception and should be formally signed in. They will also be issued with a laminate which should be worn visibly at all times.

- Staff should be vigilant to visitors on site who are not wearing identity laminates and should challenge them directly. If necessary, visitors should be escorted to reception in order to formally sign in.
- Staff should make students aware of their need to report to staff visitors on site who are not wearing identity laminates.

### 39. MENTAL HEALTH SUPPORT

Students who may be suffering from mental health issues are identified through other students, parents or staff.

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

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

The school's approach is to work with pupil and parents to engage a student and focus on specific concern. This intervention can be via phone/ email or in person. Often, small tweaks to issues can be a major factor in improving emotional well-being. For example: sitting elsewhere in a class room; informing staff that a student is struggling with homework; being considerate of recent bereavement.

Staff and parents continue discussions with regard to progress. Where concerns are more significant and immediate, referrals are made to CAMHS. Parents usually do this via their GP, but the referral can be made through either the School Nurse or the school directly if required.

### 40. APPROACHES TO BUILDING CHILDREN'S RESILIENCE TO RADICALISATION

Nether Alderley believes that we can build pupils' resilience to radicalisation of all types by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

- We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.
- Our assemblies encourage pupils to reflect on current topics and develop a thoughtful insightful response to world events and issues.
- We actively encourage external visitors and speakers to discuss with pupils their faith, culture and traditions and how it helps them to make positive choices in their everyday lives.
- All our staff are up to date with current PREVENT training

## **41. PROMOTING BRITISH VALUES**

Examples of the understanding and knowledge pupils learn at Nether Alderley include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

## **42. BRITISH VALUES POLICY – PROMOTING THE VALUES**

### **OVERVIEW**

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

### **OBJECTIVES**

1. To ensure that all develop an understanding of the values which underpin life in Britain.
2. To teach pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in Britain today.
3. To ensure that all learn to uphold the rule of law and support freedom, justice and equality.
4. To help all understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our national society.
5. To value people's differences and respect them.
6. To develop pupils' awareness and tolerance of communities different to their own.
7. To value democracy and to stand up for right against wrong.
8. To care for the sick, the poor, the weak and the old and treat them as valued members of our society.
9. To ensure that learners become loyal and patriotic citizens of the United Kingdom.

### **STRATEGIES**

1. The school will promote British values through its teaching, learning across the subjects of the curriculum to help all understand how the values have underpinned life in Britain throughout its history, geography, language, literature, sport and games, personal and social education and religions.
2. This school will teach children about the growth and development of our parliamentary democracy and its key institutions including the constitutional monarchy.
3. Learners will be taught about democracy and universal suffrage and the duty of citizens to

- participate in and contribute to life in Britain.
4. We will develop the skills of participation and responsible action necessary for living together in harmony as citizens of United Kingdom.
  5. Pupils will learn about the democratic structures of our national government and we will promote civic pride by helping them learn and understand about local government.
  6. Across the curriculum we will teach the importance of duty, loyalty and patriotism.

## **OUTCOMES**

Through our work and partnerships pupils will gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We will equip young people with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We will develop responsible young people who support and positively value community cohesion. This policy will make a key contribution to the school's positive ethos. The head teacher and Governing Body will assess the impact of this policy and monitor its operation. It should be viewed in conjunction with the school's other policies especially the Race and Equality Policy, Equal Opportunities Policy, Citizenship Policy and Behaviour Policy.