Glazebury CE Primary School

Policy Header

Policy Title	**Child Protection & Safeguarding Policy 2019**
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'Growing Together at the Heart of God's Community'

Trust Prayer:

We thank you, God of Love, for the gift of children,
bless the work of our Trust, that in all we do
young people may grow in wisdom and stature,
and so come
to know you,
to love you
and to serve you,
as Jesus did.
We make our prayer in his name who is God
with you and the Holy Spirit, now and for ever.

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Glazebury CE Primary School

Child Protection Policy and safeguarding Policy

"Growing together at the heart of God's community"

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

1. Child Protection Statement:

Glazebury C.E.Primary School, is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. **Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected.** It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

'**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 professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (DFE 2018)

2. Definitions:

A child includes anyone under the age of 18.

Child protection: ***'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'***

Safeguarding Children: ***'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.***

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' **(DfE 2018)**

The definitions of physical abuse, emotional abuse, sexual abuse and neglect are set out in the DFE guidance Keeping Children Safe in Education (DfE 2018).

3. Policy Aims:

- To ensure Glazebury C.E. Primary school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children
- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
- To ensure that the Glazebury C.E. Primary school's practice meets local and national guidance and all statutory requirements are in place.

4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

- Keeping Children Safe in Education (DfE 2018) reminds us that all staff should maintain an attitude of **"it could happen here"** where safeguarding is concerned.

- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.

- That Glazebury C.E Primary recognises that scrutiny, challenge and supervision are key to safeguarding children.

- Glazebury C.E. Primary school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. '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.' (DfE 2018)

- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.'

- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. (DFE 2018)

- All staff have responsibility to report their concerns about a child without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, anyone can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.

- **Everyone has responsibility** to escalate their concerns and '**press for reconsideration'** if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.

- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. **'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'** Working Together to Safeguard Children (DfE 2018)

- Glazebury C.E. Primary will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.

- The school will follow the Local Authorities and the Local Safeguarding Children Boards procedures and provide them with information as required.

- Staff, children and families will need support following child protection processes being followed.

- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

All schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2018). **This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 and annexe A of this guidance.**

Local authorities have a duty to make enquiries under section 47 of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A '**child in need**' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

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

Working Together to Safeguard Children (DfE 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

'Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, 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.'

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required:

'Providing early help is more effective in promoting the welfare of children than reacting later. 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.' DFE 2018

Glazebury C.E. Primary school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Local Safeguarding Children Board's Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

Early Help for Children and their families

If early help is appropriate, the designated safeguarding lead (DSL) or deputy will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or it is getting worse.

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

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

Effective early help relies upon local agencies working together to:

- identify children and families that would benefit from early help
- undertake and assessment of the need for early help (e.g. CAF, TAF, or ECAF)
- Provide targeted early help services to address the assessed needs of a child and their family which focusses on activity to significantly improve the outcomes for the child.

ANY child may benefit from early help, but the school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory educational health care plan)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised gang groups
- Is frequently missing or goes missing from care or home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family form care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child

All professionals working in educational establishments have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. **All concerns should be shared with the DSL and an initial concern form (yellow) should be completed (appendix 3)**

The designated senior person (DSL) and safeguarding team members should be trained in Early help and be confident in taking on the Lead professional role, which includes completing an early help assessment and co-ordinating a family support plan where appropriate.

Prevent:

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for all schools and child care providers:

'The Prevent Duty' (June 2015). The guidance summarises the requirements of all schools and childcare providers in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training
- IT policies.

Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance.

Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in our school. The Government has developed an 'educate against hate' website providing information and resources for all schools within our Trusts and parents to support them to recognise and address extremism and radicalisation in young people.

Important contact information

- The Local Prevent Officer is Emma Hart and can be contacted on 01606 362121 or email Prevent@cheshire.pnn.police.uk

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

- The Single Point of Contact (SPOC) for Glazebury Church of England Primary School is **Mrs. Karen Mowbray - 01925 763 234** Please see explanatory notes about the role of the SPOC in **Appendix 4.**
- Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. The channel contact for Cheshire is **Lesley Price 01606 365986**

  E-mail: **Lesley.price@cheshire.pnn.police.uk**

Female Genital Mutilation

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 Liverpool Diocese School Trust 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.' DFE 2018

The school will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation (revised 2016)**. In addition, Glazebury C.E. Primary school recognises the important role all staff have within school in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published **Multi-agency guidelines**, with pages 32-36 focusing on the role of all schools within our Trusts and colleges. All schools within our Trust and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: **020 7008 0151 or email: fmu@fco.gov.uk**.)

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the **Statutory Framework for the Early Years Foundation Stage**.

The Teaching Standards (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside all schools within our Trust, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any all schools within our Trust student over the age of 18.

Glazebury C.E. Primary will also take account of additional DFE guidance including:

- CSE Definition and a guidance for practitioners… (DFE, 2017)
- Criminal Exploitation of children and vulnerable adults: County Lines Guidance (DFE, 2017)
- Disqualification under the Childcare Act 2006
- Information sharing: Advice for practitioners providing safeguarding services (HMG 2018)
- Sexual violence and sexual harassment between children in schools and colleges (DFE, 2018)
- The Prevent Duty - Departmental advice for all schools and childcare providers (DFE 2015)
- How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for all schools)
- The Ofsted School Handbook and Ofsted guidance: Inspecting safeguarding in early years, education and skills
- What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015
- Other DFE statutory guidance including: attendance and children who go missing from home or care which is found here https://www.gov.uk/topic/all schools-colleges-childrens-services/safeguarding-children

6. **Communicating with parents and visitors:**

Glazebury C.E. Primary Primary School is committed to the principles of Working Together to Safeguard Children which states that a '**child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.'**

The following statement is provided to parents/carers so they are aware of the School and Liverpool Diocesan School Trust's responsibilities:

'The School and Trust ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.

The School and Trust also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Glazebury CE Primary school are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the School will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can in

certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school and Trust will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'

The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance.

'Glazebury C.E. Primary school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment.

***Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected**. We would expect you to also report to the Head Teacher or Designated Safeguarding Lead any behaviours of any adults working in the Trust that may concern you.*

By signing our visitors book you are agreeing to follow the Trust's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception, staffroom and each classroom.

7.Roles and responsibilities:

The Head Teacher is: **Mrs Karen Mowbray**

The Chair of Governors is: **Mr Stuart Roberts-Tighe**

The Designated Safeguarding Lead for Child Protection is: **Mrs Karen Mowbray**

Those trained to provide cover for the role of Designated Safeguarding Lead are:

Mrs Karen Wall DHT.

The nominated Safeguarding / Child Protection Governor is: **Mrs Sara Makepeace Taylor**

The nominated governor for dealing with allegations against the Head Teacher is:

Mr Stuart Roberts-Tighe

The Governing body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DFE 2018) and Working Together to Safeguard Children (DFE 2018).
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's 'Responding to Needs Framework.'

- The child protection policy is reviewed at least annually by the full governing body and available to parents, normally via the school's website.

- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2015)

- The school's practice is reviewed in line with Local Authority guidance, Local Safeguarding Children Board (LSCB) priorities and procedures and any actions identified in the Local Authority 175 Audit are completed.

- There is a named Designated Safeguarding Lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.

- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school.

- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.

- There is an additional nominated safeguarding governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.

- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the headteacher review the school's single central record.

- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.

- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.

- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.

- The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.

- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.

- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

- The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Head Teacher will ensure that:

- The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DFE 2018) are followed in line with the school's Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DFE, 2018) and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met.
- In keeping with the Prevent Duty reasonable checks are made on visiting speakers.

Designated Safeguarding Lead

Keeping Children Safe in Education DfE 2018 sets out the broad areas of responsibility for the Designated Safeguarding Lead:

'Manage referrals :
The designated safeguarding lead is expected to:
- *Refer cases of suspected abuse to the local authority children's social care as required;*
- *Support staff who make referrals to local authority children's social care;*

• Refer cases to the Channel programme where there is a radicalisation concern as required;

• Support staff who make referrals to the Channel programme;

• Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

• Refer cases where a crime may have been committed to the Police as required.

Work with others

• Liaise with the Head Teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

• As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

• Liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENdCOs or the named person with oversight of SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

• Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

• Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

• Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;

• Are alert to the specific needs of children in need, those with special educational needs and young carers;

• Are able to keep detailed, accurate, secure written records of concerns and referrals;

• Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

• Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or college

• Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online

• Obtain access to resources and attend any relevant or refresher training courses; and

• Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measures the school or college may put in place to protect them.

Raise Awareness

• The designated safeguarding lead should ensure the school's child protection policies are known, understood and used appropriately;

• Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

• Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

• Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school Glazebury C.E. Primary will ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

According to Local Guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or Teaching Regulation Agency.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- The social worker is notified if a child subject to a child protection plan is absent without explanation.
- The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates.
- Child protection records are kept securely and separately from the child's normal file. Records will be transferred and/or retained in keeping with the Local Authority's and NSPCC guidance.
- The school attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. The school will complete the LSCB agency report ahead of each child protection conference.
- The school escalates its concerns with other agencies when a child's needs are not being met following the Local Safeguarding Children Board Escalation and Resolution Policy.
- All members of the safeguarding team have received appropriate training; that all referrals made are quality assured and the supervision is provided to the safeguarding team to monitor all decisions and action taken and the well-being of each team member.
- All staff read and understand part 1 and annexe A of the DfE (2018) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.

All staff (and volunteers) should:

- Contribute to ensuring students learn in a safe environment.
- Read and understand as a minimum **Part 1 and Annexe A of the DFE (2018) guidance Keeping Children Safe in Education** and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined **in part 1 of the DFE (2018) guidance Keeping Children Safe** e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

  • is disabled and has specific additional needs

• has special educational needs (whether or not they have a statutory education, health and care plan)
• is a young carer
• is showing signs of being drawn in to 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 misusing drugs or alcohol themselves
• Is at risk of modern slavery, trafficking or exploitation
• is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
• has returned home to their family from care
• is showing early signs of abuse and/or neglect
• is at risk of being radicalised or exploited
• is a privately fostered child

- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or in their absence a senior member of staff. Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.

- Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or if required the Local Authority Designated Officer for Allegations against Staff.

- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.

- Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.

- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2015)

- Be aware safeguarding issues can manifest themselves via peer on peer abuse

- Understand that it may be appropriate to discuss with the Head teacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable

- Be aware that if they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006 (only those staff within the scope of the guidance), then they must inform their head teacher. (The Childcare Act 2006 does not cover all settings or even all staff within a setting.)

- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This 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 can be disproportionally impacted by things like bullying - without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.' (DFE 2016)

The DFE has provided additional practice guidance 'Safeguarding Disabled Children' DFE 2009.

- Have access to the school's managing allegations against adults procedures and whistle blowing policy.
- (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)
- Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

8.Safeguarding Framework:

In addition to this child protection policy the school has procedures or policies in relation to other areas for safeguarding children including as examples:

- attendance
- administering medicines
- anti-bulling including cyber bullying
- alternative and off-site provision
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- children in Care (Looked After Children)
- clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and accessibility plan

- equal opportunities
- emergency planning
- evacuation and lock-down procedures
- first aid
- intimate care
- on-line safety
- risk assessments
- safe recruitment practices
- managing allegations against staff and volunteers
- sex and relationships education
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
- whistle-blowing

9.Procedures for reporting child protection or child welfare concerns:

- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head Teacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form.
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action delay and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.

  Warrington safeguarding Children Board: 01925 443400 (out of hours 01925 444400)

- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the LSCB and Local Authority multi-agency procedures and consider the child's needs alongside the LSCB's Levels of Needs/Responding to Needs Framework (Threshold document) and consider whether an early help assessment (level 2 and 3) or referral to children's services is needed (at level 4).

- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

- The school will always seek to follow the **Warrington Safeguarding Children Board** procedures which can be found on their website: **https://warringtonscb.org**

- 'School Improvement Liverpool Schools' Safeguarding Handbook' and Part 1 of Keeping Children Safe in Education (DFE 2018) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

- 'School Improvement Liverpool Schools' Safeguarding Handbook' will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: **https://www.nspcc.org.uk/preventing-abuse/**

- 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. Keeping Children Safe in Education provides additional guidance.

- Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel referral being made to the Local Authority's Prevent and Channel team.

10. Additional child protection guidance will be provided to all adults working with young people which will include:

- The school's child protection policy which includes the role of the Designated Safeguarding Lead
- Part 1 and Annexe A of Keeping Children Safe in Education (DfE 2018)
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2015)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to including Female Genital Mutilation, Forced Marriage, Child Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect and online-safety
- Dealing with allegations against staff and volunteers procedures

- Whistleblowing procedures
- 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

11. Managing allegations against staff and volunteers working at the school

- All staff and volunteers must report any concerns about a member of staff's behaviour towards children to the Head Teacher who will act as the case manager. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the headteacher should be raised with Chair of Governors or nominated governor.

- The school's managing allegations against staff and volunteers policy and procedures will support everyone to take appropriate action.

Concerns can also be taken directly to the Local Authority Designated Officer (L.A.D.O.), if needed, via Children's Services.

Section 4 of the DFE guidance Keeping Children Safe in Education provides further guidance. In addition to the school's own procedures multi-agency procedures can be found on the school's website.

12. Allegations of abuse against another student (peer on peer abuse)

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting (youth produced sexual imagery).

Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states ***'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.'***

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT or perceived to be, may also be targeted by their peers and harassed or assaulted.

Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardo's'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

Additional guidance is available on the NSPCC website:

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/

13. On-line safety, data protection and the use of mobile phones and digital photographic equipment

Staff should also report any concerns about sexting (youth produced sexual imagery) to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff who will follow the guidance in: Sexting in schools: Responding to incidents and safeguarding young people (UK Council for Child Internet Safety) (**https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis** provides clarity as to how staff should respond to these incidents).

The school's on-line/E-safety/ Acceptable User policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers which sets out the use of new technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DFE highlights the risks of new technologies:

'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm'

Staff should bring immediately to the attention of the Head Teacher, Designated Safeguarding Lead or senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

14. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. The school will follow the . Unauthorised attendance will be closely monitored. The attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis.

The child's social worker will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

15. Private fostering

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DFE, 2018). When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

16.Safe recruitment

The school will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DFE 2018). At least one member of the appointments panel will have undertaken safer recruitment training. The school will undertake all the required DFE pre-employments checks and where appropriate record these checks on the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks.

The school is required to inform relevant staff who fall within the scope of Disqualification under the Childcare Act 2006 (**https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006) and establish they are not disqualified.** The criteria for disqualification under the 2006 Act and the 2018 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

17.The safeguarding curriculum

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. Children will be supported to develop their understanding, at the appropriate age, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when needed. The school will ensure the curriculum promotes an understanding of the values needed to live within

a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

18.Confidentiality, information sharing, record keeping and retention

Staff will be told of concerns about a child on a 'need to know basis'.

The school understands the need to keep child protection and safeguarding records securely.

The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting.

The school will retain records in keeping with Local Authority guidance and NSPCC guidelines:

https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf . This in turn references the Information and Records Management Society (IRMS) 2018 Information management toolkit for schools version 5.

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

19.Complaints

Complaints about safeguarding should follow the school's complaints policy.

Glazebury C.E. Primary school, the LDST Trust and Local Authority also have whistle blowing procedures.

(The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285)

Safeguarding Handbook

"Growing together at the heart of God's community"

Trust Prayer

We thank you God of love, for the gift of children,
bless the work of our Trust, that in all we
do young people my grow in wisdom and
stature, and so come to know you, to love
you and to serve you as Jesus did,

We make our prayer in his name who is
God with you and the Holy Spirit now and
forever. Amen

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i.Safeguarding Handbook ethos:

Glazebury CE Primary School is committed to working together with all relevant agencies to ensure that children and families are able to receive the right help at the right time and that appropriate action is taken swiftly to protect children from harm.

We believe that:

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

Our responsibility to children by:

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

All staff can contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs
- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents and agencies.

ii. What is safeguarding?

Safeguarding children is the action we take to promote the welfare of children and protect them from harm, and it is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
Safeguarding and promoting the welfare of children is defined for the purposes of this Policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.
  (Source: Working Together to Safeguard Children (2015))

Listening to children: Capturing the child's voice

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

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

- The Children Act (1989) (as amended by section 53 of the Children Act 2004).
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC) (1991)
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)

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

The Designated Senior Lead (DSL) for Safeguarding

The role of the Designated Safeguarding Lead (DSL) was specified in the Children Act (2004) which stated that every organisation must have a "named person" for safeguarding children and young people. The DSL therefore must be a member of the Senior Leadership Team within schools and Academies. The DSL role is one of great importance, with this member of staff being a champion of safeguarding and a source of support for all school and academy staff. It is key that **all** staff know who the DSL is and ensure that all concerns about a child are shared with the DSL immediately.

The name of the Designated Senior Lead for Glazebury Church of England Primary School is **Mrs. Karen Mowbray, Head Teacher.**
The Deputy safeguarding Lead is **Mrs. Karen Wall, Deputy Head Teacher**

Telephone number**: 01925 763234**

What does the DSL do?

- Lead responsibility for dealing with safeguarding and child protection concerns at the school or academy and should be available at all times during the school day. This may mean having a deputy or team approach.
- Should act as source of support, advice and expertise within school when deciding whether to make a referral by liaising with relevant agencies.

- The DSL will be trained to a high level, which includes both single agency and multi-agency training (Level 3). This must be updated at least every two years; good practice is that the DSL updates their training on an annual basis.

- The DSL will recognise how to identify signs of abuse and will make an appropriate judgement on what action to take. This will be based on the information that the DSL is presented with by staff.

- The DSL will assess the appropriateness of completing an early help assessment (e.g. CAF, TAF or ECAF) or whether the threshold has been met for social care statutory social work services.

- The DSL will access regular training and network events to keep as up to date as possible with changes in legislation and or statutory guidance.

- The DSL will ensure that the schools safeguarding policy is embedded and available to all staff and volunteers at the point of induction. If the policy is reviewed the DSL will share the new updates with all staff to ensure that all staff know what is expected of them.

- The DSL will champion safeguarding and keep all staff up to date with current procedure and practice. This will help to familiarise all staff with their own role within safeguarding.

- The DSL will ensure all new staff and volunteers have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately if they arise. The induction will cover the 'basic awareness session' and the 'no delay' principle.

- The DSL will keep detailed accurate secure written contemporaneous records. Each child will have an individual file labelled either child protection or early help. Chronologies will be help for each child and they will be clear, concise and factual (E.g. dated, concern, initialled, action taken). Files will hold copies of all referrals and relevant multi agency meetings and plans. Files will be reviewed and quality assured as part of the s157/s175 audit process.

- The DSL will deliver whole school staff safeguarding training to all staff; recommended on a yearly basis as part of INSET. This should include briefings on specific topics such as CSE, FGM, Radicalisation and Private Fostering.

- The DSL should be aware of the Local Safeguarding Children's Board (LSCB) and how it operates. This should include access to the LSCB website and to practitioner training events.

- The DSL will participate in multi-agency meetings and contribute effectively either verbally or by way of a written report.

- The DSL will attend Child Protection Case Conferences and contribute to discussions at the conference and will make a formal recommendation at the meeting in respect of a child protection plan.

- The DSL will contribute to social work assessments e.g. The Combined Assessment when required and requested to do so. This will include the sharing of information about attendance, attainment and any other concerns that have been identified as well of any strengths that the family/ child has.

- The DSL will develop the Vulnerability Risk Register (VRR) to identify the vulnerable children at the school or academy. This confidential register will be reviewed regularly to ensure that the DSL knows who the vulnerable children are. This may be reviewed as part of safeguarding team meetings. This should automatically include children in care, children on a child protection plan and children in need. It may also include children receiving early help (have a CAF or family support plan), young carers, children with medical needs, children at risk of CSE, children who have emotional and mental health difficulties, children who self-harm etc. The categories on this register will be determined by the needs of the school community.

- The DSL will monitor the attendance, development and wellbeing of children who are subject to a child protection plan and children in care.

- The DSL will champion safeguarding in school- promoting effective communication both internally and with external agencies on all matters relating to child protection.

- The DSL will complete a 175 Audit on an annual basis, at the request of the Local Authority to ensure that there are effective systems in place to keep children safe.

- Where appropriate the DSL will identify staff to be part of a Safeguarding Team, to ensure that there is always a member of staff present in school who can take a lead role in safeguarding children in the DSLs absence. The DSL will take the lead responsibility within the safeguarding team.

The Safeguarding Team Approach to safeguarding children

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

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

Meet the Safeguarding Team at Glazebury Church of England Primary School.

Glazebury Church of England Primary School operates a safeguarding team approach with a split focus on both early help and child protection.

School's Safeguarding Team:

DSL -Mrs Karen Mowbray – Head Teacher - **Lead**

DDSL -Mrs Karen Wall – Deputy Head

Mrs Angela Jones -Teaching Assistant

Mrs Rebecca Murray- Midday Assistant

Mrs Kathryn Holcroft- School Business Manager

Admin support: Mrs Lorna Porter and Mrs Elizabeth Bolan

Safeguarding Governor – Mrs Sara Makepeace Taylor

Other useful contacts:

LADO (Local Authority Designated Officer) – Telephone number**: 01925 442079**

Email: conference&reviewunit@warrington.gcsx.gov.uk

Warrington Children's Safeguarding Team -integrated front door – **01925 443322** (**out of hours -01925 444400)**

Warrington Safeguarding Children's Board 01925 433126

Education Safeguarding officer (MASH)– Michelle Heritage -01925 442928

Email: mheritage@warrington.gov.uk

Prevent Officer Cheshire: **01606362121** email: prevent@cheshire.pnn.police.uk

Anti-terrorism hotline **0800 789 321**

CME: **Attendance and Child missing in Education** Dave Sampson 01925 442261

Key Functions of the Safeguarding Team

The DSL will lead the safeguarding team and allocate tasks to safeguarding team members. The DSL will have management oversight of the safeguarding work completed by the safeguarding team. **(See Child Protection Policy: Section 7- Roles and Responsibilities)**

iii.The role of the Governing Body

The Governing Body are the accountable body for ensuring the safety of the school.
(see Child Protection Policy: Section 7- Roles and Responsibilities)

The role of safeguarding governor

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

The **Nominated Governor** for child protection at Glazebury Church of England Primary School is **Mrs Sara Makepeace Taylor.**

The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Person (DSL) over all matters related to safeguarding issues. The role is strategic rather than operational – they will not be involved in concerns about individual children. It is not the role of the link governor to supervise the DSL; the link governor should offer support and appropriate challenge. However, the nominated governor for safeguarding will want to be reassured that systems for safeguarding children are in place and embedded into practice. This could be achieved by holding a termly meeting between the DSL and the nominated governor.

iv.Allegations against members of staff who work with children

There is a separate specific policy for **Managing Allegations against members of staff who work with children**, which is part of the safeguarding suite of documents.
Find a brief summary of actions that should be taken should an allegation be made.

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

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

If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, and HR business partner, without notifying the Head Teacher first. The school will comply with local safeguarding children's board procedures in respect of managing all allegations against members of staff who work with children. **(see Child Protection Policy: Section 11- Managing allegations of abuse against staff and volunteers working at school)**

v.Whistleblowing

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

vi.Safeguarding Training

All staff will receive basic training as part of their induction; this will be delivered by the DSL or member of Safeguarding Team. New staff will be provided with the safeguarding suite of documents, including the Safeguarding Policy. All staff should ensure that they are familiar with the procedures written within this policy. All staff can gain advice and support from the DSL who is the lead member of staff for safeguarding.

Whilst it is not statutory for ALL staff to update their safeguarding training on an annual basis, it is good practice. Safeguarding update training should be part of whole school INSET training days and can provide useful updates on key themes such as CSE and Radicalisation. This training will be delivered by the DSL and/or Stay Safe Team members. Best practice is for the DSL to ensure that staff receive 'regular updates', through either staff meetings or School Improvement Liverpool electronic safeguarding bulletins.

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

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

vii. Record Keeping and Confidentiality (also see Child Protection Policy: Section 18 -confidentiality, information sharing, record keeping and retention)

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

It helps schools to identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are considered as a holistic picture, that a safeguarding or child protection concern becomes clear;

It helps schools monitor and manage its safeguarding practices. Furthermore, in any inspection it will be important to provide evidence of robust and effective safeguarding policy and practice

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

Records should be factual, using the child's own words in cases where a disclosure is made. Professional opinion can be given, but needs to be supported by stating the facts and observations upon which the opinions are based. It is important to remember that what is recorded can be shared with all appropriate agencies and potentially the child's parents. (Except where doing so, would place a child at risk of significant harm in the case of parents (See DES circular 17/89).

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

All recorded child protection concerns must be passed to the DSL following completion of the Initial Concern Form (Appendix 1) as soon as possible. The DSL will need to make a professional judgement about what action needs to be taken.

All records of child protection concerns, disclosures or allegations are to be treated as sensitive information and should be kept together securely and separately from the child's general school records and stored until the child's 25th birthday.

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

- any concerns recorded by staff
- Any child protection information received from previous schools or other agencies
- Copy of any internal or external referrals and correspondence

- Copies of any referrals from the DSL to Children's Social Care
- In the case of a child subject to a Child Protection Plan, notes of any Child Protection case conference or Core Group meetings etc.
- Where a case is ongoing, keep a record of any actions and discussions etc. which will form a 'running chronology' for future reference.

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

When a child changes school, a copy of the child protection file should be sent to the new school, under separate cover, directed to the receiving school's DSL. Best practice would recommend a handover meeting to ensure that all relevant information is shared. As a guide, the pupil's child protection or early help file should contain:

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

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Viii. Key procedures and responding to concerns about a child

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

Dealing with a disclosure of abuse from a child

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

Disclosing something upsetting and traumatic may be very difficult and distressing for both the child and the adult. Listening to and supporting a child who has been abused can also be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Person or Head Teacher. These guidance notes may help

you if you are ever in this situation. Remember, the child chose you and it is a privileged position to be in, it's a position where you can make a difference to a child's situation.

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

Guidance for you to consider

Do

- ✓ Stay calm and listen to what the child is saying
- ✓ Do consider the environment that you are in with the child, is it appropriate? Do other staff members know where you are?
- ✓ Ask open ended questions and record what is being said in the child's own words.
- ✓ Encourage the child to talk but reassure the child that they have done the right thing in speaking to you
- ✓ Reassure the child that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- ✓ Tell the child that it is not her/his fault.
- ✓ Listen and remember and make notes and if appropriate, share your notes with the child to recap what has been said.
- ✓ Check that you have understood correctly what the child is trying to tell you by clarifying the facts.
- ✓ The child for telling you. Communicate that s/he has a right to be safe and protected.
- ✓ Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- ✓ At the end of the conversation, tell the child again who you are going to tell (The DSL) and why that person needs to know.
- ✓ As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. (**Use yellow Initial Concern Form - Appendix 1)** to do this.

Do Not

- ✕ Do not ask "leading questions" or press for information.
- ✕ Do not investigate.
- ✕ Do not communicate shock, anger or embarrassment or share your opinion on what has happened.
- ✕ Do not swear.
- ✕ Make inappropriate comments about the alleged offender
- ✕ Never enter into a pact of secrecy with the child. Assure the child that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why (The DSL).
- ✕ Do not tell the child that what s/he experienced is dirty, naughty or bad.
- ✕ Make physical contact with the child. Whilst the child may seek out physical contact, remember that this may place you in a vulnerable position and also an abused child may not want physical comfort e.g. a hug.

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

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

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

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

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

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

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

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

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

Source: Working Together to Safeguard Children; p10; (2013)

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete and yellow Initial Concern Form with a written record of the concern. (Appendix 3)

Early Help for Children and their Families

Early help means providing support as soon as a problem emerges, at any point in a child's life. Part of a School and academies safeguarding procedures should include effective ways to identify emerging problems and potential unmet needs for individual children and families. **(see Child Protection Policy Section 5-Working together to safeguard children)**

Working with Parents and Carers

In general, the DSL will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency e.g. Children's Social Care. The exception to this principle is when the concern is either a physical or sexual nature and implicates a family member or if doing so would place the child at risk of significant harm. In addition, Parents / carers will be informed about our Safeguarding policy through the website and newsletters. **(see Child Protection Policy Section 6 – communicating with Parents and visitors)**

What is Abuse?

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

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

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Quiet, withdrawn and nervous
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

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

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

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

Sexual Abuse by Young people

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental,

inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment
In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

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

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

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete a yellow Initial Concern Form with a written record of the concern. (Appendix 3)

Viv.Parenting Capacity: When there are concerns

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

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

X.Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It

might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. Staff should recognise this as a potential child protection issue and follow the school or academy's **Behaviour Management policy including the Anti Bullying Policy.**
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

See **Appendix 7** for links to additional information in respect of preventing and responding to bullying and cyberbullying and also the anti-bullying policy.

Xi. Child Sexual Exploitation (CSE) is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) in exchange for sexual activity. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

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

Key indicators of children being sexually exploited can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

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

- Violence/Domestic Abuse
- Children and Young People 'Looked After'
- refugee/asylum seeker
- Pattern of street homeless

- Substance misuse by parent/carers/child
- Learning disabilities, special needs or mental health issues
- Homophobia
- Estranged from family
- Death or illness of a significant person in the child's life
- Financially unsupported

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Return interviews for young runaways can help in establishing why a young person ran away and the subsequent support that may be required, as well as preventing repeat incidents. The information gathered from return interviews can be used to inform the identification, referral and assessment of any child sexual exploitation cases.
In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

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

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete a yellow Initial Concern Form with a written record of the concern. (Appendix 3)

Please see **Appendix 5** for links to additional information on CSE. Please see **Appendix 7** for the CSE Risk Assessment and screening tool.

Sexually Harmful Behaviour

Harmful sexual behaviour involves one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. These can range from using sexually explicit words and phrases to full penetrative sex with other children or adults (Rich; 2011).

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

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

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

Incidents of sexually harmful behaviour come to light, either through discovery or disclosure, which may be third-party or second-hand information. The details provided should be carefully recorded by the person receiving the initial account on Initial Concern Form (Appendix 1) and passed to the DSL. The DSL will assess the level of concerns about the behaviour if a referral to Social Care is appropriate.

Xii. Domestic Violence or Abuse

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

Domestic violence and abuse is any incident, or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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

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

This definition includes 'honour' based violence, female genital mutilation (FGM) and forced marriage and is clear that victims are not confined to one gender or ethnic group. The definition does not cover violence by an under 16 year old against another family member. Where the perpetrator is over 18 and the victim under 18, this is regarded as child abuse. If both perpetrator and victim are under 18 years, consideration of the need for a child protection investigation to be undertaken would still be required but the national definition allows any abuse between 16 -17 year olds to be considered as domestic abuse. If you have concerns of this nature, ensure that you share this with the DSL and complete a yellow Initial Concern Form (**Appendix 3**).

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

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

Warning Signs of Relationship Abuse might include

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

Signs of Relationship Abuse to look out for

- Being late for school / not attending (especially if abuser attends same school)

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

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete a yellow Initial Concern Form with a written record of the concern. (Appendix 3)

Xiii.Substance Misuse

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

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

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

XiV.Faith Abuse

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

Child abuse can also occur in culture or faith contexts in general, this can include female genital mutilation, forced marriage, excessive physical punishment or abuse relating to gender, sexuality, ethnicity, nationality, disability or other differences recognised within social or cultural beliefs. Abuse in any culture or faith context is not acceptable and is child abuse. Academy and school staff should follow the procedures and share any concerns with DSL and

complete a yellow Initial Concern Form (Appendix 1), if it is suspected that a child is at risk of this type of abuse.

XV. Female Genital Mutilation (FGM) (see child Protection Policy Section 5-FGM)

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

Key Points

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

Reasons for this cultural practice include

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

Risk Factors include

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

High Risk Time: Be aware

This procedure often takes place in the summer, as the recovery period after FGM can be 6-9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays. Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual 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.

Longer Term problems include

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

See contents reference to Mandatory Reporting of Female Genital Mutilation – procedural information

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete and Initial Concern Form with a written record of the concern. (Appendix 3)

Xvi. Forced Marriage

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

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

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

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

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

Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, often leading to depression and self-harm. These factors can contribute to impaired social development, limited career and educational opportunities, financial dependence and lifestyle restrictions.

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

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

The 'One Chance' rule

All professionals working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one opportunity to speak to a victims or potential victim and may possibly only have **one chance** to save a life. As a result, all professionals working within statutory agencies need to be aware of their responsibilities and obligations when they are faced with forced marriage cases. If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted.

Potential Warning signs or indicators that a child is at risk of Forced Marriage (not an exhaustive list)

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility.
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities

- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

What to do if you have concerns

Forced Marriage is an offence and if this is also happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child may be forced to marry then you must share your concerns with the Designated Senior Lead (DSL) who will make appropriate contact.

with Children's Social care or the Police. The Forced Marriage Unit can also be contacted for advice and help in making the referral.

Xvii. Radicalisation and Violent Extremism (see child Protection Policy Section 5- Prevent)

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

Important contact information

The Local Prevent Officer is **Emma Hart** and can be contacted on **01606 362121** or **Email Prevent@cheshire.pnn.police.uk**

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

The Single Point of Contact (SPOC) for Glazebury Church of England Primary School is **Mrs Karen Mowbray**. Please see explanatory notes about the role of the SPOC in Appendix 4.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. The channel contact for Cheshire is **Lesley Price 01606 365986 E-mail**: **Lesley.price@cheshire.pnn.police.uk**

Useful Definitions:

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

Extremism is defined by the Government in the Prevent Strategy (2010) as:

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

Extremism is defined by the Crown Prosecution Service as:

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

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

There is no such thing as a "typical extremist" those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school and academy staff are able to recognise those vulnerabilities.

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 – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

What action should be taken if there are concerns?

- Pass concerns to the DSL/ SPOC
- The DSL/SPOC will make contact with the PREVENT Officer and Channel Officer.

Teaching Approaches (see child Protection Policy Section 5- Teaching Standards)

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in OFSTED's School Inspection Handbook and will include the sound use of collective worships and assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that the pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Glazebury C.E we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally. We will place a "Prevent" lesson linking to all areas of the curriculum from EYFS to Year 6 to ensure that this is embodied in our teaching culture. See school Prevent leaflet,(See school prevent poster **Appendix 18)**

REFER also to Prevent Duty Guidance June 2015 – advise for schools and childcare providers. And educate against hate website : www.educateagainsthate.com

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

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

- naked pictures or 'nudes'
- 'underwear shots'
- sexual or 'dirty pics'
- explicit 'rude' text messages or videos.

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

- Take an indecent photograph or allow an indecent photograph to be taken;
- To make an indecent photograph (and this includes downloading or opening an image that has been sent);
- To distribute or show such an image;
- To possess with the intention of distributing images;
- To possess such images.

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

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

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

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete a yellow Initial Concern Form with a written record of the concern. (Appendix 3)

XIV. Private Fostering (see child Protection policy – Section 15-Private fostering)

Privately fostered children could include:

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

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete a yellow Initial Concern Form with a written record of the concern. (Appendix 3)

XX. Children Missing from Education

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

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

The Local Authority officer responsible for CME is David Sampson, who can be contacted on 01925 442261.

A child going missing from education is a potential indicator of abuse or neglect. School and academy staff members should follow the procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. However, if a child as in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate). Local authority officers

responsible for CME should check that a referral has been made and, if not, they should alert children's social care.

Requirement for schools (From September 2016) in line with statutory *guidance 'Children Missing Education: Statutory guidance for Local Authorities' (2016).*
All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations1 (Appendix 12). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

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

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

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Appendix 12). All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made. Then adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

Missing Child

The safety and security of the children in our care at Glazebury C.E. Primary School are paramount. Every care is taken to ensure that the children are accounted for at all times when they are in our care.

Each pupil who arrives at school is registered first thing in the morning. Year 1 onwards are expected to come into school independently and make their way into to their classroom. Staffs maintain the appropriate high level of supervision throughout the lessons and are aware of the location of the children in their care at all times.

If pupils are taken out of the class for interventions this must be communicated to the class teacher who has the overarching responsibility at that time. During the break times and lunch hours, the staff and midday supervisors on duty have responsibility for knowing the locations of the pupils. The register is taken again in the afternoon. When on excursions off the school premises, staff implement strategies to maximise the safety and security of the children in accordance with the school's Educational Visits policy. Full risk assessments are carried out. A list of all the children's names is carried by the trip leader and the children split into small groups according to the proper staff/pupil ratios for the age of the children and the

purpose of the trip or activity. Each group is managed by a separate member of staff. The number of children is checked regularly by frequent roll calls.

In the unlikely event that after a roll call or at another time it is noticed that a child has gone missing, whether in school or out: The procedures outlined in the missing child policy should be followed.

XXi. Modern Slavery

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

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

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

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

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

It is also not just about trafficking adults and children across national borders, human trafficking can take place anywhere. The trafficking of human beings involves the movement of a person from one place to another for the purpose of exploiting them using deception, coercion, the abuse of power or the abuse of someone's vulnerability. People can be trafficked in order to exploit them for sexual purposes, forced labour, domestic servitude or organ harvesting.

Appendix 1:

"Growing together at the heart of God's community"

LDST Liverpool Diocesan Schools Trust

INFORMATION / FRONT SHEET

Name:	**DOB:**	**Class/Form:**	**Ethnicity:**
Home Address:		**Telephone:** **e mail:**	

Status of file and dates:

OPEN					
CLOSED					
TRANSFER					

Any other child protection records held in school relating to this child/child closely connected to him/her?
YES/NO WHO?

Members of household

Name	Age/DOB	Relationship to child	Home work	Contact No

Significant Others (relatives, carers, friends, child minders, etc)

Name	Relationship to child	Address	Tel No

Other Agency Involvement

Name of officer/person	Role and Agency	Status of Child i.e. EHAF/CPP/LAC/CiN	Tel No	Date

Appendix 2:

Individual File: KEY EVENTS-CHRONOLOGY

Childs Name: **DOB:**		
Date	**Event** – e.g. telephone conversation with parent , professional. Discussion with colleague, case conference, core group. Disclosure by child, incident, evidence of injury, self-harm etc.	**Outcome/Action** Communication, reference, recording concern etc.

Appendix 3

"Growing together at the heart of God's community"

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	**Date of Birth:** **FORM:**
Date and Time of Incident:	**Date and Time (of writing):**
Name: ..... **Print** **Signature** **Job Title:**	
Note the reason(s) for recording the incident.	
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (distinguish between fact and opinion).	

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Person for Child Protection.

Part 2 (for use by Designated Person)

Time and date information received by DP, and from whom.	
Any advice sought by DP (date, time, name, role, organisation and advice given).	
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons. **Note time, date, names, who information shared with and when etc.**	
Parent's informed Y/N and reasons.	
Outcome **Record names of individuals/agencies who have given information regarding outcome of any referral (if made).**	
Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?	
Should a concern/ confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Appendix 4.

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

The SPOC for **Glazebury Church of England Primary School** is **Mrs. Karen Mowbray,** who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

Raising awareness about the role and responsibilities of **Glazebury Church of England Primary School**:

- in relation to protecting pupils from radicalisation and involvement in terrorism;

- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;

- Collating relevant information from in relation to referrals of vulnerable students pupils into the Channel* process;

- attending Channel* meetings as necessary and carrying out any actions as agreed;

- Reporting progress on actions to the Channel* Co-ordinator; and

- Sharing any relevant additional information in a timely manner.

* **Channel** is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by **Cheshire Police Counter-Terrorism Unit,** and it aims to: establish an effective multi-agency referral and intervention process to identify vulnerable pupils; Safeguard pupils who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early intervention to protect and divert pupils away from the risks they face and reduce vulnerability.

Appendix 5

Child Sexual Exploitation (CSE) additional information

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

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

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

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

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

Appendix 6: CSE risk assessment and screening tool

RESTRICTED

CHILD SEXUAL EXPLOITATION RISK ASSESSMENT

This screening tool should be used by all professionals working with children aged 10+. Professionals may also decide it is appropriate to use the tool to screen younger children as nationally children as young as 8 years old have been found to be abused in this way. Boys as well as girls are abused through CSE.

This screening tool will help you focus on the specific indicators of sexual exploitation and determine whether further investigations are needed. The tool could be used in supervision, in discussions with parents and carers, with other professionals and with the child.

Many of the indicators of child sexual exploitation are also part of normal teenage behaviours and it is the presence of higher risk factors or multiple other factors which may be indications of child sexual exploitation. **Where a child is aged 13 years old or younger the presence of any one high risk factor must be seen as a potential indicator of sexual exploitation.**

Professionals need to exercise their own judgement when completing the tool.

This includes capturing concerns about which they have some evidence **AND** concerns based on their "gut feelings". Staff should differentiate between the two and explain this in the notes section.

Where child sexual exploitation is suspected the worker should discuss their concerns with their manager and should also inform their agency's lead professional who will be monitoring the bigger picture for any emerging patterns.

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

Once completed if it confirms concerns you **MUST** make a referral to your local **CSE Operational Group** (using your local area referral form) and should include a copy of the completed screening tool. If the screening tool identifies **High Risk**, you must make a referral to Children Social Care using the standard child protection referral process. (Contacts on back page)

Child's Surname:	**Child's forenames:**
Dob:	**Date completed:**
Name and job title of person completing:	**Organisation**:
E-mail:	**Telephone:**

When completing the screening tool you must use your own judgement as factors such as the child's age, any additional vulnerabilities, their history, etc., may mean that what for another child would be low level, for that child is high level. Workers should feel free to amend the suggested level using that judgement.

You can either indicate the level of risk using High/medium/low or simply tick the box if the risk element is present (you may wish to use more ticks where the risk is higher.

Remember, this tool is to help you make a professional assessment and **you should not feel constrained by the format. Record your rationale in the notes boxes.**

Health Domain	**Yes No Possible**		**Yes No Possible**
Physical injuries such as bruising, suggesting of either physical or sexual assault		Change in appearance, including losing weight, putting on weight	
A sexually transmitted infection (STI), particularly if it is recurring or there are multiple STI's		Evidence of misuse of drugs / alcohol, including associated health problems	
Pregnancy and / or seeking an abortion		Thoughts of or attempted suicide	
Sexually risky behaviour		Eating disorder	
Self-harming		Learning Disability	

Notes:

Behaviour Domain	**Yes No Possible**		**Yes No Possible**
Sexually offending behaviour		Hostility in relationship with parents / carers and other family members	
Truancy/disengagement with education or considerable change in performance at school		Volatile behaviour, exhibiting extreme array of mood swings or abusive language which is unusual for the child	
Aggressive or violent, including to pets/animals		Detachment from age-appropriate activities	
Becoming angry/ hostile if any suspicions or concerns about their activities are expressed		Physical aggression towards parents, siblings, pets, teachers or peers	
Physical aggression towards parents, siblings, pets, teachers or peers		Secretive behaviour	
Known to be sexually active		Low self-image, low self-esteem	
Young offender or anti-social behaviour		Sexualised language	
Getting involved in petty crime such as shoplifting or stealing			

Notes:

Family and Social Domain	**Yes No Possible**		**Yes No Possible**
A family member or known associate working in the adult sex trade		Unsure about their sexual orientation or unable to disclose sexual orientation to their family	
History of physical, sexual and/or emotional abuse; neglect		Witness to domestic violence at home	
Parental difficulties; drug and alcohol misuse; mental health problems; physical or learning difficulty. Being a young carer		Conflict at home around boundaries, including staying out late	
Living in hostel, B&B or Foyer accommodation		Pattern of street homelessness or sofa surfing	
Recent bereavement or loss		Gang association either through relatives, peers or intimate relationships	
Lacking friends their own age		Living in a gang neighbourhood	

Notes:

Grooming Domain	Yes No Possible		Yes No Possible
Entering or leaving vehicles driven by unknown adults		Excessive use of mobile phones, including receiving calls late at night	
Reports that the child/young person has been seen in places known to be used for sexual exploitation		Associating with other young people who are known to be sexually exploited, including in school	
Unexplained relationships with older adults		Sexual relationship with a significantly older person	
Phone calls, texts or letters from unknown adults		Mobile phone being answered by unknown adult	
Inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet. Note: adults may pose as peers to entrap the child		Having new mobile phone, several mobile phones and/or SIM cards, especially Blackberry or iPhone (because messages cannot be traced). Always have credit on their mobile phones, despite having no access to money or having no credit so phone can only be used for incoming calls	
Accounts of social activities with no plausible explanation of the source of necessary funding		Acquisition of expensive or sexual clothes, mobile phone or other possession without plausible explanation	
Having keys to premises other than those they should have		Possession of money with no plausible explanation	
Recruiting others into sexual exploitation		Seen at public toilets known for cottaging or adult venues (pubs and clubs)	
Adults loitering outside the child/young person's usual place of residence or school		Leaving home/care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothes from older young people)	
Wearing an unusual amount of clothing (due to hiding more sexualised clothing underneath or hiding their body)`		Persistently missing, staying out overnight or returning late with no plausible explanation	
Returning after having been missing, looking well cared for in spite of having no known home base		Returning after having been missing looking dirty, dishevelled, tired, hungry, thirsty	
Missing for long periods with no known home base and / or homeless		Possession of excessive numbers of condoms	
New contacts with people outside of town			

Notes:

E Safety Domain	**Yes No Possible**		**Yes No Possible**
Evidence of sexual bullying and/or vulnerability through Internet or social networking sites		Concern that inappropriate images of a young person are being circulated via the Internet/phones	
Exchanging inappropriate images for cash, credits or other items		Receiving gifts through the post from someone the young person does not known	
Concern that a young person is being coerced to provide sexually explicit images		Concern that a young person is being bribed by someone for their inappropriate online activity	
Concern that a young person is selling sexual services via the Internet		Accessing dating agencies via mobile phones (e.g. 2 flirt line)	
Unexplained increased mobile phone / gaming credits		Going online during the night	
Being secretive, using mobile phone for accessing websites, etc., more than computers		Unwilling to share / show online or phone contacts	
Concerns that a young person's online friendship has developed into an offline relationship		Concern that a young person is having an online relationship	
Sharing of inappropriate images amongst friends		New contacts with people outside of town	
Spending increasing amount of time on social networking sites including Facebook or on shared gaming sites		Spending increasing amount of time with online friends and less time with friends from school or neighbourhood	
Increased time on webcam, especially if in bedroom			

Notes:

Looked After Children Domain	**Yes No Possible**		**Yes No Possible**
Living in residential care		Frequently missing from placement	
Multiple placement breakdown		Going missing with other children	

Notes:

What is the level of risk for this child?	HIGH	MEDIUM	LOW

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

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

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

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

SUBMIT TO THE PPU IN THE RELEVANT AREA: .....ppu@cheshire.pnn.police.uk

Appendix 7

Bullying and Cyberbullying

Additional information can be found at

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

You will find the following useful publications:

Preventing and tackling bullying
REF: DFE-00292-2013

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

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

Appendix 8

Domestic Violence and Abuse:

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

DASH RISK ASSESSMENT

DASH 2009 RISK MODEL

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

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

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

Name of Client … ……

CURRENT SITUATION The context and detail of what is happening is very important. The questions highlighted in **bold** are high risk factors. Tick the relevant box and **add comments** where necessary to expand.	**Yes**	**No**
1. Has the current incident resulted in injury? (Please state what and whether this is the first injury)	☐	☐
2. Are you very frightened? Comment:	☐	☐

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

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

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

In **all** cases an initial risk classification is required:
28. RISK TO VICTIM:

STANDARD ☐ **MEDIUM** ☐ **HIGH** ☐
If your client is at HIGH RISK i.e.
14+ ticks relating to questions 1 – 9 and 13 – 27. 0R
3 or more Domestic Abuse Incidents in the last 12 months. OR
Professional concern (noted above) Refer to local referral pathway

Medium and Standard Risk are identified according to professional judgement in each individual case.

Client Consent Signature: …….. Date: ……

Practitioner Signature: …… Date: …….

Referring Practitioner Details:
Name of Referring Practitioner & Agency …….

Telephone

Mobile
Email Address

Appendix 9

Additional information in relation to accidental and non-accidental Injury

Bruising: Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds: It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars: A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Appendix 10

WARRINGTON
Borough Council

Child Missing Education Notification Form

Date:

☐ **School** ☐ **Organisation** please state:

Name of Referrer: **Contact number:**

Role/How do you know this child?

Name of school/organisation (if applicable):

Child's name if known – please list any known siblings

First Name	Last Name	DOB	Male/Female	Date child last attended school

Name of parent/Carer:

Address:

Contact number if known:

NOTES – Please provide further information about either child(ren) or family?

Form to be forwarded to Education Safeguarding Team, 2nd floor, New Town House, Buttermarket Street, Warrington WA1 2NH or electronically to **mheritage@warrington.gov.uk**

Appendix 11

WARRINGTON
Borough Council

WARRINGTON JOINT-AGENCY ASSESSMENT AND REFERRAL FORM

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

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

Designation & Agency: …….. TEL:…….

Address of referrer: …….…..…….…….

CHILD DETAILS:

Family surname(s) (*or alias*): …….

Name(s) of child(ren)	**M/F**	**DOB**	**Nursery/School**	**Ethnicity**	**Religion**
……	…….	…….	……	……	……
……	…….	…….	……	……	……
……	…….	…….	……	……	……
……	…….	…….	……	……	……

Address: ……...…..…

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

GP name & address: …… NHS no: ……...……

FAMILY DETAILS:

Parents names (forename and family name/surname)	**DOB**	**Parental responsibility**
Mother:…….	……..	☐ Yes ☐ No
Father: …….	……..	☐ Yes ☐ No

Other significant adults in the household	**DOB**	**Relationship & nature Of care given**
…….	..……..…..	….……..
…….	……..	……...

Previous address of the family:

……..……..

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

Information on statutory status:		**Please give details:**
Child/young person or other child(ren)/young person(s) in family is/has been on a disability register:	Yes / No	……..……
Child/young person has Statement of Educational Need	Yes / No	……...……...
Child/young person or other child(ren)/young person(s) in family is/has been on a child protection register:	Yes / No	Category: ……..……...
Child/young person or other family member(s) has/ Have been looked after by a local authority:	Yes / No	……..….……...

Reason for referral to social services *(please indicate if previous referrals have been made and attach any relevant information*):

DETAILS OF OTHER AGENCIES INVOLVED WITH THE FAMILY/CHILD(REN):			
Agency	**Names**	**Address and tel no.**	**Current involvement**
Summary of main areas of (to be completed by professio			
Child's health and develop			
Parenting skills:			
Family and environmental			

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

ADDITIONAL INFORMATION:

What are the child's views about this referral?

Does the child consent to the sharing of information between agencies? ☐ Yes ☐ No

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

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

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

Signed:…….(Parent/Carer) Date: ……..

Signed: ……. **Designation:** ……

Forwarded to: …….. **Copy to:** …….

Date: ……

Please return this form to: Duty and Assessment Team, Buttermarket Street, New Town House, Warrington.
Tel: 01925 443400 Fax: 01925 443112
EMAIL **: childreferral@warrington.gov.uk**

EH/pm/Jul2003

Appendix 12

Child Missing Education Notification Form

Your Details	Name:		Date:
	School/Organisation:	Contact number:	
Child & Family Details	Forename(s):	Surname:	
	DoB:	Gender:	
	Date last seen in education:	Date last seen:	
	Parent(s) names and all contact details (including addresses, telephone and email):		
Referral Reason	All attempts to contact the family have failed (see checklist below)		
	Family known to have moved away but destination school unknown		
	Child did not take up allocated school place and attempts to contact have failed		

Please list details of any known siblings:

First Name	Last Name	DOB	Male/Female	Date child last attended school

Is the child (please tick):

Looked after		Traveller		In Temp Accommodation	
Child Protection		Refugee / Asylum Seeker		Other (please state)	

Checklist must be completed before referral is submitted:

Action	Date completed	Outcome
First day contact procedure		
Contact with all known emergency contacts and relatives		
Collect further information – e.g. siblings, school community (staff other pupils, friends) other agencies		
Home visit within 5 school days		

Please provide further information about either child(ren) or family:

Form to be forwarded to David Sampson, Attendance Officer and CME Lead, Attendance Team, 2nd Floor, New Town House, Buttermarket Street, Warrington WA1 2NH or electronically to cme.referrals@warrington.gov.uk

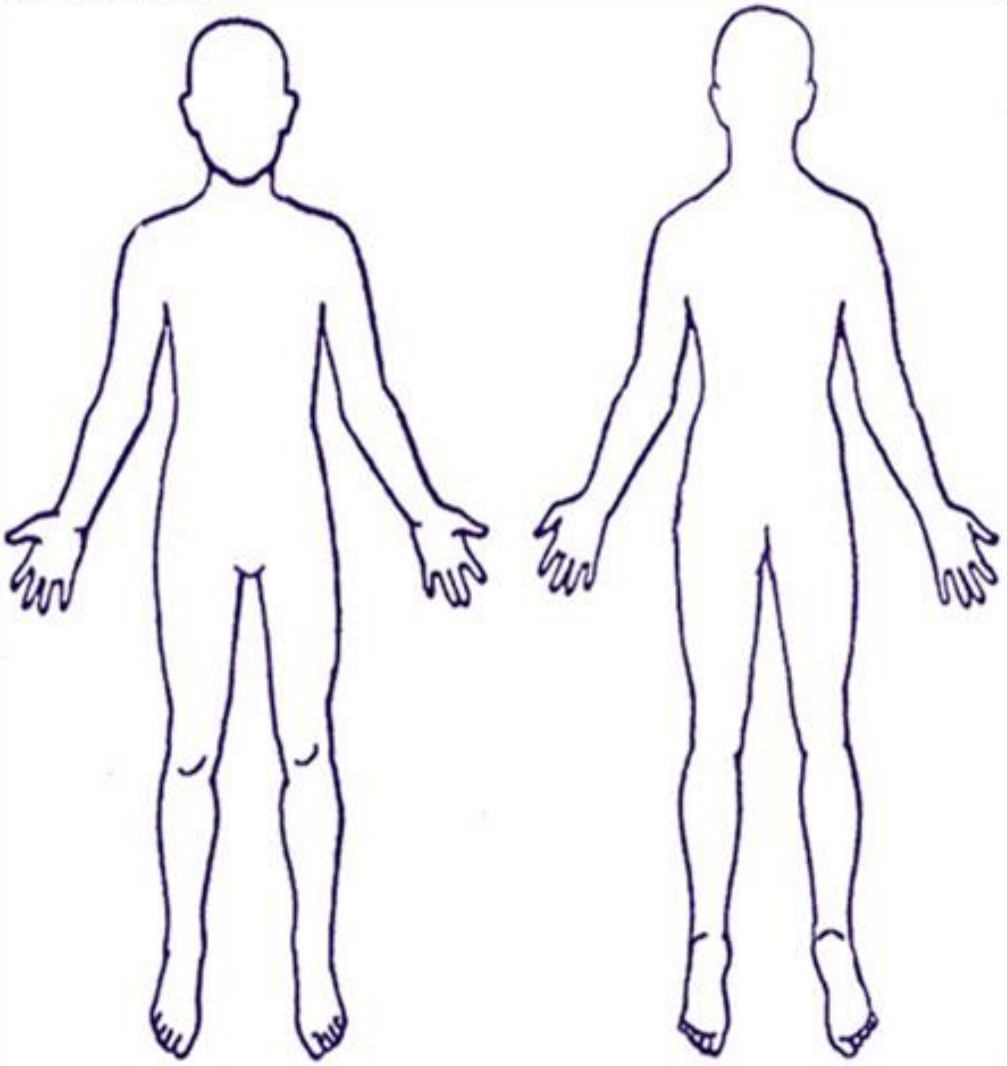
Appendix 13: Body map

Glastonbury CE Primary School

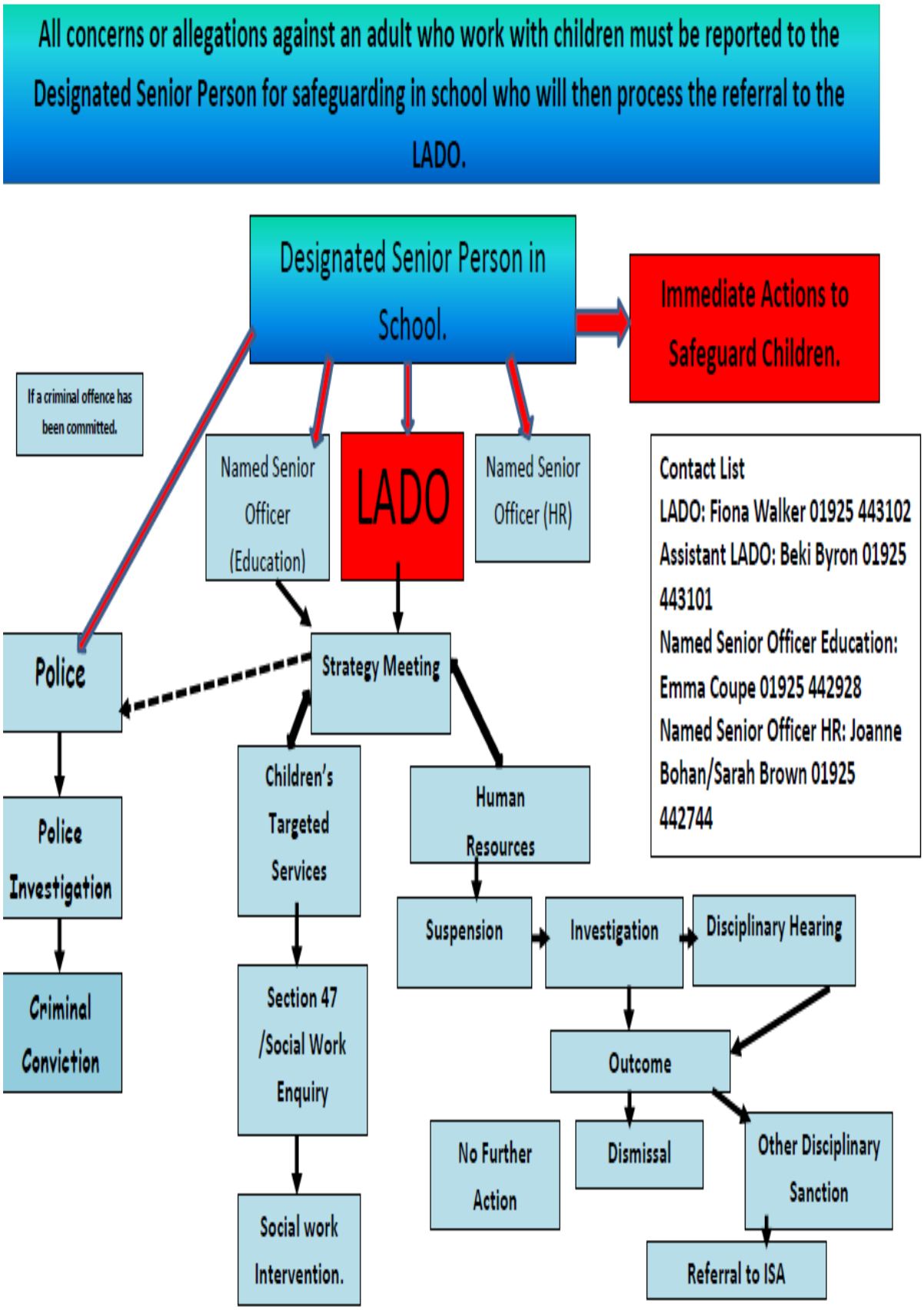
Body Map

Name of Child		Date	
Class		Person completing form	
SLT Signature		Worker's signature	

These diagrams are designed for the recording of any observable bodily injuries that may appear on an individual. Where bruises, burns, cuts, or other injuries occur, shade and label them clearly on the diagram. All body maps should be signed off by a member of SLT and stored in a child's safeguarding file. Parents and carers must always be informed about an injury that has occurred in school and a copy of a body map can be provided. Body maps may also be used to record injuries suspected to have occurred outside of school.



Appendix 14: LADO flow chart



Appendix 15: Early help

Level of Need	Intervention	Agencies who may be involved
Level 1 Children and young people who are achieving each of the 5 outcomes.	**Whole school initiatives.** Informal contact with children, parents and carers to resolve low level issues.	The child and their family School staff
Level 2 Children and young people who may need extra support in order to achieve the 5 outcomes.	**School Support Meetings** Informal meetings with parents and carers to resolve low level issues. These may require a referral to an additional agency and will be reviewed.	The child and their family School staff Possible involvement of an external agency.
Level 3 Children and young people who have complex needs and who may require co-ordinated support in order to achieve the 5 outcomes.	**Common Assessment Form (CAF)** A document completed by the family with support from the lead professional. The CAF document brings together all agencies involved with a family to ensure that everyone is working together and information is shared. The CAF would then be taken to a Service Allocation Meeting (SAM) to ensure that the appropriate support is being given. Parents and Carers or the child where appropriate, must consent to this document. **Family Support Meetings** A Family Support Plan is put into place for families with complex needs. This may be required as earlier forms of intervention have not been effective. Family Support Plans, similarly to a CAF, look to bring agencies and families together in order to put in place the best package of support. Parents and Carers or the child where appropriate, must consent to this document.	The child and their family School staff Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. In some cases Social Care will be invited to Family Support Meetings. We also employ (p/time): • A Family Support Worker (Tracy Lynskey) for rapid responses to need.

Level 4 Children and young people who will not achieve the five outcomes without intensive support.	**Child in Need** These are meetings for families who require intensive support in order for the child to achieve their 5 outcomes. These meetings are led by Social Care and all agencies involved will be invited along with parents and carers. These meetings are statutory and therefore do not require parental consent. **Child Protection** These are meetings for families whose children are at risk of significant harm. These meetings are led by an intendant chair and all agencies involved will be invited along with social care, parents and carers. These meetings will be reviewed every 6 weeks during core group meetings and every 6 months for review child protection conferences. These meetings are statutory and therefore do not require parental consent.	The child (where appropriate) and their family School staff Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. Social Care would always attend Child in Need and Child Protection conferences.

Reporting to Governors template

Termly Safeguarding Report to Governors (3 pages):

Governors should scrutinise the following data and consider how it supports their consideration of the effectiveness of the school's policies and procedures

	Term 1	Term 2	Term 3
Number of new Child Protection (level 4) referrals made			
Number of new Child in Need (level 4) referrals made			
Number of new Early Help Assessment Tools raised (level 2 and 3) (EHATs)			
Total number of students subject to Child Protection plans			
Total number of students subject to Child In Need plans			
Total number of students subject to Early Help Assessments			
Total number of students subject to Early Help Assessments where the school acts as the lead professional			
Number and circumstances of allegations against staff **referred** to the LADO			
Number of Children in Care (LAC)			
Number of children who are privately fostered			
Number of children who are Young Carers			
Number of bullying incidents by categories e.g. cyberbullying, homophobic, physical, emotional etc (reference gender, ethnicity, FSM and year group)			
Number of racist incidents (reference gender, ethnicity and year group)			
Number of exclusions (reference SEN, gender, FSM ethnicity and year group)			

Number of children taken off roll including those relating to safeguarding issues, concerns raised or complaints			
How many Operation Encompass notifications has the school had?			
How many Operation Encompass notifications have led to EHATs being raised?			
How many Operation Encompass notifications have led to a referral to Children's Services for statutory services?			
How many referrals have been made to Children's Services in respect of CSE?			
How many referrals have been made to Children's Services in respect of FGM?			
How many referrals have been made to Children's Services in respect of forced marriage?			
How many referrals have been made to Children's Services in respect of extremism and radicalisation?			
How many referrals have been made to Children's Services in respect criminal exploitation or gang activity?			
How many referrals have been made to Children's Services in respect of children missing from education?			
How many children attend Alternative Education Provision?			
How many children attend Alternative Education Provision are subject to multi-agency plans (Early Help Assessment, CIN, CP)?			

Appendix 17 Ofsted Safeguarding evidence file

Whilst there is no requirement to keep a Safeguarding evidence file some school leaders may find it supports their preparation for inspections. It also supports quality assurance activities by leaders and governors.

No,		Page
1	Training Log including evidence of going beyond statutory requirements and induction training	
2	An example of recruitment checklist	
3	Sample of governors' minutes demonstrating annual review of child protection policy	
4	Exemplar safeguarding report to governors' and governors minutes reflecting upon them.	
5	Signed 175 audit including evidence base, and monitoring of actions arising by governors	
6	An analysis of attendance, specifically persistent absentees, unauthorised absence and children missing from education	
7	An analysis of all forms of behaviour , particularly bullying and discriminatory behaviour	
8	Monitoring of the safeguarding, attendance and outcomes at AEP provision	
9	A summary analysis of pupil and parent voice	
10	An example of a completed early help assessment	
11	Outcomes of safeguarding learning walks	
12	Evidence of supervision for the safeguarding team	
13	A curriculum map setting out activities to support students to stay save and evidence of the impact of activities	
14	Examples of case studies demonstrating the effectiveness of the schools provision for vulnerable students	
15	Any training resources and guidance materials given to staff and volunteers in respect of extremism and radicalisation. Child sexual exploitation, FGM and forced marriage.	
16	Key policies (child protection policies ....)	

Appendix 18- School poster – Prevent and prevent leaflet.

Our school is a place that **inspires and engages** young minds.

Our school believes in democracy and the laws of the country, where every individual has a **voice** that is heard and respected.

Our school values **discussion**, debate and learning from others.

Our school believes that **division** belongs in mathematics **not** in our relationships.

There is NO place for ~~**extremism**~~ in our school we will prevent it.

My Safeguarding Pledge©

To demonstrate my individual commitment to safeguarding children I pledge to:

· ensure that children are visible, their voices heard and their needs, views and wishes addressed

· recognise that some children may be more vulnerable to harm due to their age, specific needs or home circumstances

· work in partnership with other agencies, always acting in the best interests of children

· act without delay to protect children from harm and abuse

· provide early help before children's needs escalate further

· apply the local 'levels of need guidance' to assess and re-evaluate children's needs

· share information promptly to support a collective and holistic assessment of children's needs

· strengthen relationships with families, supporting them to build resilience by adopting a solution focused approach

· attend all multi-agency meetings to ensure collective responsibility for achieving positive outcomes for children in a timely way

· ensure agencies challenge each other so that actions are taken promptly, avoiding professional drift

· follow local multi-agency procedures to escalate concerns until there is an appropriate resolution

· participate in regular and effective supervision with my peers so that there is strong oversight of decisions made and actions taken

· meet all mandatory training requirements, regularly updating my professional knowledge whilst applying any learning to my practice and cascading to others

'Growing at the heart of God's community'

"Love never fails" 1 Corinthians 13:8

"For the Lord gives wisdom: from his mouth comes knowledge and understanding" Proverbs 2:6