SCHOOL CONTACT NUMBERS

The Designated Safeguarding Lead for the Senior School is:
Mr Robert Oakes (Deputy Head), who may be contacted on 01606 539039 (x 212)

The Designated Safeguarding Lead for both the Junior School and the EYFS setting is:
Miss Anna Evans, who may be contacted on 01606 539039 (x276)

To contact the Head, her PA is:
Julie Ward, who may be contacted on 01606 539039 (x201)
WELFARE AND SAFEGUARDING
(Child Protection) POLICY

Introduction and Policy Statement

“It’s all about relationships. We are talking about dealing with people with problems, with painful stuff. You have to know someone to trust them. They must be reliable and be there for you if you are going to be able to talk about the things you don’t want to. The things that scare you.”

Parent and family prospective on safeguarding relation with Children’s Service; the Children’s Commissioner for England June 2010

Our priority and policy as a school is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn and develop in safety. Thus, The Grange School is committed to taking all reasonable measures to safeguard and promote the welfare of each pupil in our care.

In all matters relating to child protection the school will follow the procedures, laid down by the Cheshire West and Chester (CWAC) Local Safeguarding Children Board (LSCB). Nonetheless, it is recognised that our pupils live in areas other than covered by Cheshire West and Chester LSCB, and thus the procedures of the relevant LSCB will be followed when specifically applied to a child living within their jurisdiction, were those to differ.

This policy has regard to:

- The Education Act, 2002
- Working Together to Safeguard Children (WT), 2018
- What to do if you’re worried a child is being abused, March 2015
- Keeping Children Safe in Education (KCSIE), updated September 2018
- Prevent Duty Guidance (under s29 of the Counter-Terrorism and Security Act 2015), July 2015
- The Statutory Framework for the Early Years Foundation Stage
- Disqualification under the Childcare Act 2006 (July 2016)

The Grange School is committed to ensuring that all members of staff understand their duty to safeguard our pupils’ welfare and that they must therefore familiarise themselves and comply at all times with relevant policies and procedures. All school staff will be made aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

The Grange School is also committed to establishing and maintaining an ethos where pupils feel secure and are encouraged to talk and are listened to. The School will include in the curriculum activities and opportunities for students to acquire skills and attitudes to manage and promote their own wellbeing and that of others.

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).
1.1 The Aims of this Policy

The aims of the policy consist of five main elements:

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

1.2 Dissemination of this Policy

All persons, whether permanent, temporary or engaged on a volunteer basis, are made aware of the School's Welfare and Safeguarding Policy and procedures, Part 1 of KCSIE, Staff Code of Conduct, Whistleblowing Policy and provided with the name of the School's Designated Person for child protection matters at induction.

All visitors to the School are provided with information of the School's Designated Lead for child protection as part of the signing in process at reception.

For members of staff there is further guidance available in the Employee Handbook and the Staff Handbook which are all saved on Firefly and updated as required. A hard copy is held in Reception at both Senior and Junior Schools, and by the Designated Safeguarding Lead on each site.

A copy of this policy is published on our website, and we hope that parents and guardians will always feel able to take up with the school any issues or worries they may have about the well-being and safety of their children.

1.3 Other Relevant Policies

In reading this policy you should also consider and consult the following:

- Induction in Child Protection Policy
- Anti-Bullying Policy
- First Aid and Medicines Policy
- Mental Health Policy
- Discipline and Behaviour Policies
- Supporting Children with Medical Conditions Policy
- Recruitment Policy
- ICT Policy (including social media guidelines)
- Complaints Policy
- Whistleblowing Policy
- Health & Safety Policy
- Subject Access Request Policy
REVIEW DATES AND APPROVAL

This policy is reviewed by the Compliance Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)).

Last reviewed: September 2018

Next review: September 2019

Person responsible for review: Rob Oakes
2. **The Duties and Responsibilities of the School in Relation to Safeguarding and Child Protection**

2.1 **Definition of the difference between Safeguarding and Child Protection**

The terms Safeguarding and Child protection are often used synonymously; they do not mean the same thing:

- **Safeguarding** and promoting the welfare of children is defined as:
  - protecting children from maltreatment
  - preventing impairment of children’s and learners’ health or development
  - ensuring children are growing up in circumstances consistent with the provision of safe and effective care
  - taking action to enable all children to have the best outcomes

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

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

2.2 **Duties of Governors and School Leadership**

To provide a safe environment the Governing Body, the Head and the Senior Leadership Teams of the school will carry out the following duties:

- ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Lead and all members of the school community will be supported should they choose to raise safeguarding issues, however unusual or sensitive these may be
- cultivate an ethos within the school community where all adults feel comfortable and supported to draw safeguarding issues to the attention of the Head and/or the Designated Safeguarding Person and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children;
- establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;
- ensure children know that if they are worried they can talk to adults in the school;
- ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- include opportunities in the Personal, Social and Health Education (PSHE) & Sex and Relationship Education (SRE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk as is appropriate to their age, stage of development and level of understanding;
- take all reasonable measures to ensure risks of harm to children’s welfare are minimised;
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- take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible
- ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- promote pupil health and safety
- promote safe practice and challenge unsafe practice in line with procedure
- ensure that procedures are in place to deal with allegations of abuse against staff and volunteers following HM Government Guidance Keeping Children Safe in Education, September 2016, Part 4: Allegations of abuse made against teachers and other staff (also set out within the Local Interagency Procedures)
- put in place and promote robust anti-bullying, including cyber bullying, strategies;
- meet the health needs of children with medical conditions;
- provide first aid;
- maximise school security;
- tackle drugs and substance misuse
- work with all agencies with regard to missing children, anti-social behaviour, child sexual exploitation, radicalisation and extremism

2.3 Responsibilities of members the School Community

Every employee of the School is under a general legal duty:
- to safeguard the welfare of pupils
- to know who the Designated Safeguarding Officer is at both the Junior and Senior School.
- to protect children from abuse
- to be aware of the School's child protection procedures and to follow them
- to know how to access and implement the procedures, independently if necessary
- to keep a sufficient record of any significant disclosure, complaint, conversation, event or observation which should be dealt with as set out below. We must ensure these records follow the student throughout their educational journey.
- to report any matters of concern to the Designated Lead (or, in the case of concerns about a member of staff or volunteer, to the Head or possibly directly to the Local Authority Designated Officer (LADO))
- to undergo appropriate training including refresher training at three-yearly intervals

Our school will ensure that all students know who their Safeguarding Officers are by displays around school. This is supported with the Six Cardinal Rules of Child Protection and access via Firefly to our Peer Support team.
We will also gather student's views and opinions on safeguarding via our student council, digital leaders and peers support team.

3. The Management of Safeguarding

3.1 The Role of the Designated Safeguarding Leads
While the Head of The Grange School provides the overview of Safeguarding across the whole school, in addition the School has appointed two senior members of staff—one on each site—to be responsible for matters relating to child protection and welfare as Designated Safeguarding Leads (DSL).

The main responsibilities of the Designated Safeguarding Lead are (in line with Annex B of KCSIE):

- to be the first point of contact for parents, pupils, teaching and non-teaching staff, external agencies and any others in all matters of child protection
- to manage all referrals to the appropriate bodies as part of a multi-agency approach (local authority, DBS and the police);
- to co-ordinate the child protection procedures within the School
- to make sure all persons are made aware of the school systems to support safeguarding as part of their induction
- to maintain an on-going training programme for all school employees
- to monitor the creation, confidentiality and storage of records in relation to child protection;
- to raise awareness within the School generally
- to liaise with the appropriate contacts within the child’s local authority
- undertake Prevent Awareness Training to be able to provide training, advice and support to other staff members

The DSL will:

- advise and act upon all suspicion, belief and evidence of abuse reported;
- keep the Head and Head of the Junior School, as appropriate, informed of all actions, unless either of them are the subject of the complaint;
- work as part of a multi-agency approach and liaise with the relevant agencies on behalf of the School; and
- act in line with statutory guidance ‘Working Together to Safeguard Children’ and local protocols (LCSB).

3.2 The Identity of the Designated Safeguarding Leads

The Designated Safeguarding Lead for the Senior School is:

**Mr Rob Oakes** (Deputy Head), who may be contacted on 01606 539039 (x 212)

The Designated Safeguarding Lead for both the Junior School and the EYFS setting is:

**Miss Anna Evans**, who may be contacted on 01606 539039 (x276)

The Designated Deputy Safeguarding Lead for the Senior School is:

**Mrs Mel Plant**, who may be contacted on 01606 539039 (x216)

The Designated Deputy Safeguarding Lead for the Junior School is:

**Mr Guy Rands**, who may be contacted on 01606 539039 (x302)

The DSLs have been fully trained for the demands of this role in child protection and inter-Agency working, and attend courses with other child support agencies to ensure that they remain conversant with best practice. The Designated Leads undergo refresher training every two years in child
protection and inter-agency working. They maintain close links with the relevant Local Safeguarding Children Board (LSCB) for Cheshire West and Chester and report at least once a year to the Governors’ Compliance Committee on the child protection issues outlined above.

If a DSL is unavailable or is herself the subject of a complaint, her duties will be carried out by the Head of the relevant School, both of whom have received the appropriate training.

Contact details of the DSLs will be made available to all persons of and visitors to the school on the back of visitors’ passes.

The Governors have nominated Dr Jurgen Stamer as the Liaison Governor for Welfare and Safeguarding. He meets periodically with the DSLs and he may be contacted via Julie Ward, Head’s PA.

3.3 Child Protection Team

The DSL’s work is supported by a wider Child Protection Team. The Head of the whole school, Mrs Deborah Leonard, chairs the meeting as the person with overall responsibility for both sites. In addition to the DSLs and Deputy DSL’s. The School Nurse(s) attend if relevant

This team meets twice every half term to discuss issues, share expertise, review actions taken and offer mutual support. The team also works to promote better understanding across the two Schools, particularly in relation to matters which may affect siblings on the other school site. Issues of child protection and pupils more widely at risk (including from mental health issues) are covered at this meeting.

3.4 Other roles

The Designated Persons for Looked After Children (those looked after by the state including those in care) are:

Mrs Melanie Plant (Head of Pupil Support) at the Senior School and
Miss Anna Evans (Deputy Head & DSL) at the Junior School.

The school does not currently have any pupils designated ‘looked after children’.

The Single Point of Contact for Prevent is Mr Rob Oakes, details as above

3.5 Record Keeping and Forwarding

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

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

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

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

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

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

The School’s records on child protection are kept locked in the DSL’s office at the Senior School and the Head’s office at the Junior School, and are separated from routine pupil records. Access is restricted to the DSL(s), the relevant Head and the other members of the Child Protection team (by agreement).

The DSL will ensure, when children leave the school:
- that their Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school
- that the Child Protection File is transferred separately from the main pupil file within 15 days of transfer
- that, where the new school is not known, the Education Welfare Service appropriate to that pupil’s main address is alerted, so that the child’s name can be included on the database for missing pupils and appropriate action taken to ascertain the safety of the child;

Schools may hold some electronic records, for example, a record of concern log or the multi agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect or civil actions.
Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child. Support and advice will be sought from Children’s Social Care, the Local Authority Designated Officer (DO) or other relevant agencies, whenever necessary and recorded.

4. **Procedures for Dealing with Concerns about a Child**

4.1 **Procedures for Dealing with Allegations or Concerns about a Child (not involving members of the school staff)**

The guidance that follows is in line with the procedures of the Cheshire West and Chester Local Safeguarding Children Board, full details of which can be found at: [http://www.cheshirewestlscb.org.uk](http://www.cheshirewestlscb.org.uk)

The full and detailed guidance for staff on dealing with pupil disclosures or suspicions of abuse is contained within the Safeguarding of Children area of Firefly. The following is a summary of such guidance.

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of looked after children and children with special educational needs and disabilities. Staff recognise that children are capable of abusing their peers and are clear that it should never be tolerated or passed off as 'banter' or 'part of growing up'. Peer abuse could involve bullying, (including cyberbullying), sexting, gender-based violence or sexual assault. Behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

Where staff have concerns about a child, who they feel will benefit from early help, they will refer through our pastoral team. They maintain an attitude of ‘it could happen here’ and always act in the best interests of the child.

Every member of staff, including part time workers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made within 24 hours of the safeguarding issue being raised. For children in need of additional support from one or more agencies, the school will adopt the procedure summarised below.
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In law (Children Act 1989) there is a clear distinction between a 'Child in Need' and a 'Child at Risk'. The terms are actually very helpful when you are making a decision about how to refer an issue about a child and who to refer it to.

A Child in Need is:
A child who is unlikely to be able to maintain a reasonable standard of health or development / or their health and development will be impaired without provision of additional services to those we provide in school. This includes children with disabilities.

A Child at Risk is
Someone for whom there are reasonable grounds to suspect they are ‘at risk of significant harm’* and be in immediate danger or need a child protection plan

Risk of significant harm is quite specific and means risk of significant harm in the form of *Physical Abuse, Sexual Abuse, Emotional Abuse or Neglect by another person – this could be an adult or one of their peers

4.2 Initial disclosure

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child’s statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff must:

- Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
- Not ask leading questions, that is, a question which suggests its own answer
- Reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Lead who will ensure that the correct action is taken
- Keep a sufficient written record of the conversation. The record should be made immediately (or as soon as possible thereafter) and include the date (with year), time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Lead as soon as possible.

4.3 Preserving Evidence

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing and computers) must be safeguarded, preserved and notified to the Designated Lead.

4.4 Reporting Suspicions or Disclosures
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All suspicion or disclosures of abuse must be reported to the Designated Lead, or if the disclosure involves the Designated Lead, to the Head.

All staff are aware that they are able to make a referral themselves (as per the guidance in KCSIE). The information needed to facilitate this (with appropriate contact numbers) is kept on the school intranet in the Safeguarding Children in Education folder.

The member of staff should make and submit an accurate written record and inform the DSL (or, in her absence, the relevant Head) immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay.

All persons know that safeguarding and promoting the welfare of children is everyone’s responsibility and will always consider what is in the best interests of the child when deciding on their approach.

4.5  Response and Actions of the DSL

On receiving a disclosure of abuse or of suspicion of abuse the DSL will take the following into account in deciding on the correct course of action, subject to the paramount safety and welfare needs of the pupil:

- the procedures published by the relevant Local Safeguarding Children Board (LSCB) depending on the postcode in which the child lives. Further information on this can be obtained from the Designated Person
- the nature and seriousness of the suspicion or disclosure: a disclosure involving a serious criminal offence will always be referred to the police on advice from the local authority without further investigation within the School
- the wishes of the pupil who has disclosed, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil’s wishes
- the wishes of the pupil’s parents provided they have no interest which is in conflict with the pupil’s best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose
- duties of confidentiality, so far as applicable.
- the lawful rights and interests of the school community as a whole including its employees and its insurers.
- requirements to refer under the Channel Programme.
- if there is room for doubt as to whether a referral should be made, the Designated Lead may consult with the local authority or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. If the initial referral is made by telephone, the Designated Lead will confirm the referral in writing to the relevant body promptly. If no response or acknowledgment is received within three working days, the Designated Lead will contact the relevant body again.
4.6 Confidentiality

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

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

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child.

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

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

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

To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’. Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

4.7 Allegations against Pupils

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School’s policy on Behaviour and Discipline and/or Exclusions will apply. This will also be referred to the relevant local authority.

5. Safeguarding Children from Extremism

5.1 Background
Since the publication of the Prevent Strategy in 2010, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. 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.

5.2 School Policy

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

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

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

The Grange School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

5.3 Risk Assessment

The school governors, the Head Teacher/Principal and the Designated Safeguarding Person will periodically assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

5.4 Prevent Single Point of Contact

Our school, like all others, has 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 is the Designated Safeguarding Lead in both parts of the school, as identified in 3.4 above. The responsibilities of the SPOC are described in Appendix 4.
When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/Designated Safeguarding Person if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

6. Staff Behaviour and Code of Conduct

All persons and volunteers at The Grange School are expected to meet the highest standards of behaviour in relation to their relationships with the children and young people they are responsible for. This Code of Conduct is provided both to safeguard the welfare of the children, and also for the safety and protection of staff against false accusations.

Our staff are given detailed guidance in their induction and in our staff handbooks about the behaviour expected of them when interacting with pupils in all situations.

6.1 General Principles

Staff and volunteers need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse.

They need to treat all pupils with respect and try, as far as is possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot and that the room in which such an activity takes place either has a glass panel in the door, or the door is left ajar. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

6.2 The Grange School Code of Conduct

This Code of Conduct applies to all persons and volunteers working at The Grange School:

- **Position of Trust**
  As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and must report and record any incident with this potential.

- **Communication with Pupils**
Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

- **Physical contact with pupils**
  There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

  A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

  Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances must be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

- **Physical Restraint**
  Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/Head who will decide what to do next. Parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

- **Physical education and other activities requiring physical contact**
  Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

  Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

- **Transporting pupils**
It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

- **Confidentiality**
  Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

- **Use of ICT and Social Media**
  We have policies on the personal and professional use of social media within our ICT Policy.

- **Whistleblowing**
  All members of staff are under an obligation to report the actions of any other member of staff or a volunteer that might have caused harm to a child or young person. Full details of this are held within the Whistleblowing Policy and in Section 7 below.

## 7. Allegations against a member of staff

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in Part 4 of KCSIE. On this basis any allegations will be reported as soon as possible to LADO (Catherine Appleton 0151 337 4570) or the Local Police and the school will follow the advice given.

The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures have regard to guidance given in the publications of the Department for Education. They are contained within the Safeguarding of Children folder, which is located within the staff shared area of the school PC network.

### 7.1 Whistleblowing

The School has a Whistleblowing Policy, which is known to all persons, and contains detailed guidance on how they raise concerns about the behaviour of a fellow employee.

### 7.2 Reporting Allegations

If any member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head or to the DSL. Staff should also feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership team.
Such an allegation must be made against any person working in or on behalf of the school if he or she has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

The School will always follow the Cheshire West Safeguarding Children Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

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

The NSPCC Whistleblowing advice line is provided for reference: 0800 028 0285.

7.3 Initial Action

The following are the actions that will be taken in the event of an allegation made against a member of staff, as defined above:

- The person who has received an allegation or witnessed an event will immediately inform the Head and make a record of the allegation and the evidence to support it; if the Head is not available, the Chair of Governors should be informed
- In the event that an allegation is made against the Head, the matter will be reported to the Chair of Governors who will proceed as the Head in the steps that follow
- The Head will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to the Integrated Access and Referral Team (I-ART) and/or the police for investigation
- Discussions between the Head and the LADO will be recorded in writing and any communication with the individual accused, and with the parents of the child involved, agreed
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Head will inform the Chair of Governors of any allegation
- If consideration needs to be given to the individual’s employment, advice will be sought from the schools HR Manager or legal advisors

7.4 Further Action/Investigation
If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the School’s Disciplinary Procedure.

Any investigation undertaken by the school will be pursued as agreed with the LADO and full contemporaneous records kept.

During the course of any such investigation the school, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care.

7.5 Outcome of an Investigation

The outcome of investigation of an allegation will record whether it is:
- substantiated (sufficient evidence either to prove or disprove it)
- unsubstantiated (insufficient evidence either to prove or disprove it)
- false (sufficient evidence to disprove it)
- malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual’s personnel records. In all other circumstances a written record will be made of the decision and retained on the individual’s personnel file in accordance with DfE advice.

The outcome of any agreed investigation by the school will be discussed with the LADO, as will appropriate action agreed in response.

7.6 Referrals to Disclosure and Barring Service (DBS) and National College for Teaching and Leadership (NCTL)

The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

If an investigation leads to the dismissal -or resignation prior to dismissal- of a member of the teaching staff, the school will consider making a referral to the NCTL as a prohibition order may be appropriate.

The school will refer to Channel any instances where there is potential risk of radicalisation.
8 Recruitment and Induction of Staff and Volunteers

8.1 Recruitment

The Grange School is committed to safer recruitment procedures. The School’s procedures for recruitment of staff are set out in its Recruitment Policy. What follows is a summary appropriate to this policy. There is a list of all our vetting checks in Appendix 5.

All aspects of our application and interview processes are set up with the principles of safer recruitment at their heart, in order to either deter or identify any applicant who may not be suitable to work with children and young people

All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, undergo all necessary statutory checks appropriate to their engagement before starting work, and are made aware of the School’s commitment to child protection. These are recorded in the School’s Single Central Register of Appointment.

All Governors, volunteer helpers and contractors working regularly during term-time are also vetted.

All new members of teaching and non-teaching staff (including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches) responsible for children in the EYFS and/or responsible for children under the age of 8 attending before or after school childcare will also be asked to complete a “Disqualification by Association” self-disclosure form prior to their appointment.

The School obtains the relevant and appropriate assurances from third party organisations who employ staff who work with the School’s pupils on another site that appropriate child protection checks and procedures apply to such staff.

8.2 Induction and Initial Training

Every new member of staff, including part time staff, temporary, visiting and contract staff working in the school, receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the head and, if required, to the main points of local procedures of the relevant Local Authority to which referrals are made. Child protection training is also given to new governors and volunteers.

Training in wider safeguarding and child protection is an important part of the induction process. More detail is set out in our policy on Induction in Child Protection Policy and in our Induction Policy.

This training will include:

- a review of the school’s Welfare and Safeguarding Policy and Staff Code of Conduct (outlined above)
- the identity of the DSL
- the Staff Code of Conduct and Whistleblowing procedure
9. Staff Training

All school staff will undergo periodic training to refresh and update their knowledge of Safeguarding and Child Protection matters, including Prevent.

9.1 The DSLs

The Designated Safeguarding Leads and the Heads will attend the multi-agency 2-day Level 3 course in Safeguarding. This training then needs to be updated by attending a one day refresher course, every 2 years, unless the DSLs feel they require a repeat of the full 2-day course. This will enable more time to attend additional courses in areas such as Child Sexual Exploitation, Neglect and Domestic Abuse. In addition to formal training, the DSL keeps up to date through network meetings, e-bulletins and reading relevant literature.

The Level 3 training will enable the Designated or Deputy Designated Safeguarding Person to:
- Recognise how to identify signs of abuse and when it is appropriate to make a referral by using the Continuum of Need thresholds
- Have a working knowledge of how to support the Team Around the Family, how Cheshire West Safeguarding Children Board operates, how a child protection case conference is conducted, and be able to attend and contribute effectively to all planning meetings when required to do so;
- Be able to keep detailed, accurate and secure written records of referrals/concerns.

The DSLs will ensure all persons receive appropriate Safeguarding training.

9.2 Staff Training

All persons will undergo an endorsed Basic Awareness in Safeguarding on-line training package at the latest within the first term of their employment or placement.

Their training will be refreshed at least every 3 years (either on-line or by an INSET presentation) to enable them to understand and fulfil their safeguarding responsibilities effectively. They also receive updates, as required, but at least annually, to keep them up to date with the relevant skills and knowledge to safeguard children effectively. This includes e-safety.

Details for the training and induction of new staff are found in section 8.2 above
WELFARE AND SAFEGUARDING
(Child Protection) POLICY

Each time Part One of KCSIE is updated all existing staff will be required to read it and to sign that they have done. The DSL will offer the opportunity for staff to clarify any issues that they do not understand following their reading of it.

10. Review of Safeguarding and Child Protection Arrangements

The Grange School regularly reviews its policies and procedures in respect of the Safeguarding and Child Protection

10.1 Internal Review

On-going practice is kept under constant review through the work of the Child Protection Team (see 3.3 above) where practice, response and policy can be challenged, and where on-going provision is kept under review.

In addition, the school monitors and evaluates its Welfare and Safeguarding Policy and associated procedures through the following activities:

- the Pastoral Development Review programme
- periodic parent and pupil questionnaires
- analysis of attendance data
- termly meetings of the pastoral team to look at serious cases regarding pupil welfare and well-being
- maintenance of a Risk Register and Risk Events log
- analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school
- review of logs of bullying and/or racist behaviour incidents
- review of parental concerns

10.2 Governors’ Review

The Governing Body is responsible for:

- reviewing the procedures for and the efficiency with which the child protection duties have been discharged
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice.

The Governing Body carries out an annual review of the school’s Welfare and Safeguarding Policy and Procedures through its Compliance Committee, which both the Head and the DSLs attend, and at which the latter make a detailed presentation. This includes an update on the school’s contribution to interagency working. The Compliance Committee reports its findings to the Full Board.

10.3 External Review

The school asks for periodic reviews of policy and procedure from the Cheshire West and Chester Safeguarding Children in Education team and acts upon the results
11. Teaching Children how to Keep Safe

The Grange School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions.

11.1 Personal and Social Education

Time is allocated in PSE and tutor period at the Senior School for discussion of bullying, abuse, peer support, sex and relationships education (SRE) etc and in developing in pupils the confidence which they require to recognise abuse and to stay safe. Focus is also placed on e-safety which includes ‘sexting’. Presentations from external speakers and organisations amplify and augment the work done in lessons and tutor period.

At the Junior School, PSE and circle time are used for discussion time. In addition, the School Council run an anti-bullying workshop each November and there is an effective ‘buddy system’.

11.2 Promotion of External Sources of Help

At the Senior School:
- every child has access to Firefly which contains a help page for the school Peer Support scheme, guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, and the Samaritans.
- posters for the school’s Peer Support provision are displayed around the school (e.g. in toilets and classrooms) as are those for ChildLine and other relevant organisations connected with issues such as mental health, eSafety, drug awareness and bullying.

In the Junior School, Preps 3 to 6 all have home-school diaries which contain the numbers for Childline, the anti-bullying alliance and Kidsmart, plus information on staying safe in cyberspace.

11.3 Listening to Pupils

All pupils know that there are adults to whom they can turn to if they are worried.

At the Senior School this includes the Form Tutor, Head of Year or Head of Pupil Support. In addition, the biannual Form Teacher 1-to-1 sessions provide a period and formalised opportunity for sharing concerns.

The Peer Support scheme sees older pupils available to offer support to younger pupils.

We provide leadership training to our Head Boys/Girls and their team of Prefects/Heads of House/senior pupils which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
In the Junior School, children can turn to their Form Teachers, Teaching Assistants and, in the case of Early Years, their ‘key people’.

12. Additional Aspects of Safeguarding

12.1 Bullying

The Grange School does not tolerate any bullying, peer on peer abuse, derogatory language, harassment, victimisation and discrimination and will make referrals, where that may be appropriate (particularly in cases of bullying with any religious or racial content) under the Prevent Duty Guidance.

A clear pathway to tackle and deal with Peer on Peer Abuse can be found below in Appendix 6.

Any kind of bullying is unacceptable and the school keeps a bullying log of any incidents.

Please see our school Anti-Bullying Policy for further details.

12.2 Female Genital Mutilation (FGM)

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

The school recognises that Section 5B of the Female Genital Mutilation Act 2003 (Amended 2015) places a statutory duty on teachers and healthcare professionals within our school setting to report to the police where they discover (through disclosure or visual evidence) that FGM appears to have been carried out on any girl under the age of 18.

Teachers and school staff will not examine pupils but should report to the DSL any disclosures made by pupils. The DSL will then report this to the police and other external agencies.

12.3 Missing Pupils

The school will inform a child’s relevant local authority Education Welfare team if a pupil is deleted from the admissions register for any of the following reasons:

- the pupil has been taken out of school by their parents and are being educated outside of the school system – eg home education
- the pupil has ceased to attend school, no longer lives within reasonable distance of the school and confirmation of the location/identity of the new school is not provided by the parents.
- the pupil has been certified by a medical professional that they are unlikely to be in a fit state to attend school before ceasing to be of compulsory school age
- the pupil is in custody for a period of more than four months due to a final court order and the Head does not reasonably believe that they will be returning to school at the end of that period
• the pupil has been permanently excluded and there has been no confirmation of a new school identity
• the pupil is missing from school for a significant period of time with/without explanation

12.4 Online Safety

The school has considered three broad areas of risk: content, contact and conduct. The PSHE programme covers e-safety and the school has a filtering system in place to limit exposure, as far as possible, to any risks from the school IT system.

Sexting (Youth produced sexual imagery)

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

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

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

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

The types of incidents which this covers are:
- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

For the best way to respond to these issues, staff should read the following advice: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)
12.5 Sexual Violence and Sexual Harassment

Sexual violence or sexual harassment can occur between 2 children of any sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The guidance defines the following terms: Sexual Violence, Sexual Harassment and Harmful sexual behaviours.

Sexual violence includes: rape, assault by penetration and sexual assault – intentionally touching another person in a way that is sexual.

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

Harmful sexual behaviours is defined in the guidance as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful if 1 of the children is much older, particularly if there is more than 2 years’ difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Children who experience sexual violence and sexual harassment will likely find it stressful and distressing. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys, although it is recognised that sexual violence and harassment can be, and is, perpetrated by girls. Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

For the best way to respond to these issues, staff should read the following advice: https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

12.6 Child trafficking and modern slavery

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

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

Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.
Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of the child, family or community. They may threaten families, but this isn’t always the case, they may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the ‘service’ a trafficker is providing e.g. sorting out travel documentation or transport. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family ‘owe’ to the traffickers.

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

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

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our Designated Safeguarding Person knows where to seek and get advice as necessary.

12.7 Children with Special Educational needs and disabilities (SEND)

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

Working Together to Safeguard Children 2018

The school recognises that children with special needs and disabilities can face additional safeguarding challenges. It is important that staff do not make assumptions that indicators of abuse relate to their need or disability and ensure they overcome possible communication barriers (see Appendix 3).

- staff must consider whether their behaviour, mood and injury may relate to possible abuse and not just their SEN or disability; be aware that they have a higher risk of peer group isolation; there is a possibility of a disproportionate impact of bullying; and they may have difficulties with communication.

12.8 Private Fostering
The school is aware of the KCSIE guidance (Annex E), September 2016 on private fostering. If a private fostering arrangement is made by the school e.g. host family on a language trip, the school will request a DBS Enhanced check to determine the suitability of the arrangement.

If a member of staff at school becomes aware that a pupil may be in a private fostering arrangement (i.e. is under 16 (or 18 if disabled)) and is provided with care and accommodation by someone to whom they are not related, they should raise this with the DSL who will notify the LA.

12.9 Mental Health
The school considers that developing good mental health in our young people, and supporting them when they might represent a threat to their own safety, is an important part of our safeguarding duty.

Details of the school's mental health provision can be found in the Mental Health Policy and our 4-18 Mental Health Strategy.

12.10 Contact arrangements and Parental responsibility

We recognise that a relationship breakdown can be very distressing for all involved, however, any contact arrangements must be agreed outside of school and school should not be put in a position where they are placed in the middle of contact disputes. We aim to make the school environment a calm and safe place for your children, as well as the whole school community, and would be unable to do this if we are placed at the centre of disputes. School is also unable to prevent anyone with parental responsibility (PR) from picking up a child from school unless there is a court order in place stating that the person with PR is not allowed to do so, although the school will attempt to seek permission from the primary carer before releasing the child.
APPENDIX 1

Important Contact Numbers (updated May 2016)

1 Cheshire West and Chester (CWAC) LSCB

The SCiE (Safeguarding Children in Education Team)
Jeannette Cain, SCiE Manager – 01244 976778
Craig Pheonix – Northwich & Winsford Area, SCiE Officer – 0151 356 6566

ESAT (Early Support Access Team)
  0300 123 7047

I-ART (Integrated Access Referral Team)
  01606 275099 (normal working hours)
  01244 977277 (outside normal working hours)

Cheshire Police
  0845 458 0000 (999 in an emergency)

Local Authority Designated Officer (LADO)
  0151 356 6494
  www.cheshirewestlscb.org.uk

Prevent & Channel
Chair: Gavin Butler
Education Rep: Vicki Thomason 0151 337 6329
Police Contacts: Lesley Price
  Lynsey Mullen 01606 362121

Training Courses:
All training courses are listed and need to be applied for through the website below
www.cheshirewestlscb.org.uk

2 Referral Details for Other Local Authorities’ Referral Teams

Cheshire East (www.cheshireeast.gov.uk)
  0300 123 5012 (normal working hours)
  0300 123 5022 (outside normal working hours)
WELFARE AND SAFEGUARDING
(Child Protection) POLICY

Warrington
01925 443400 (normal working hours)
01925 444400 (outside normal working hours)

Halton
0151 907 8305 (normal working hours)
0345 050 0148 (outside normal working hours)

Trafford
0161 912 5125 (normal working hours)
0161 912 2020 (outside normal working hours)

3. National Organisations

OFSTED Safeguarding Children
08456 404046 (Monday to Friday from 8am to 6pm)
Whistleblowing@ofsted.gov.uk

Disclosure and Barring Service
PO Box 181, Darlington, DL1 9FA
Tel: 01325 953795

National College for Teaching and Leadership
Tel: 0345 609 0009

Anti-Terrorist Hotline:
0800 789321

Crime Stoppers:
0800 555111
APPENDIX 2

Definitions:

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

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

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

Health includes physical and mental health;

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

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

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

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

They may include non-contact activities, such as involving children looking at or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (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.

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children; this may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
serious bullying (including cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing or shelter including exclusion from home or abandonment,
- protect a child from physical and emotional harm or danger,
- ensure adequate supervision including the use of inadequate care-takers
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
APPENDIX 3

Spotting the Signs of Child Abuse

1 What is Child Abuse?

The NSPCC and KCSIE set out the types of child abuse and neglect as follows:

Abuse and maltreatment by inflicting harm or failing to prevent harm

- Physical abuse including the fabrication of symptoms or the deliberate inducement of illness in a child
- Emotional abuse including deliberately silencing, conveying that they are worthless or unloved, age or developmentally inappropriate expectations, interactions beyond their capability, overprotection and limitation of exploration, seeing or hearing the ill-treatment of another, serious bullying (including cyber-bullying), and exploitation or corruption.
- Sexual abuse including non-contact activities and grooming
- Neglect including neglect of a child's basic emotional needs.

2 What are Symptoms of Child Abuse?

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- tummy pains with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.
3 Which Children have an Increased Risk of Harm?

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

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

- disabled or have special educational needs
- children in the care of the Local Authority
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity disorder
- involved directly or indirectly in child sexual exploitation or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.
APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1 Definitions

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

Extremism is defined by the Government in the Prevent Strategy as:
‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.’

Extremism is further 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
- 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.

2 Susceptibility to Radicalisation

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

Indicators of vulnerability include:
- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
• Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
• Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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
• Significant changes to appearance and / or behaviour
• Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

3. Checklist of Indicators

The following questions act as check list of indicators that might suggest that a young person may have been drawn into -or be vulnerable to- extremist activity

Access to extremism / extremist influences

• Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
• Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
• Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
• Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
• Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
• Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?
Experiences, Behaviours and Influences

- Has the child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity.
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
• Is there evidence that a significant adult or other in the child/young person’s life has extremist views or sympathies?

If any member of staff has any concerns they must discuss them with the Designated Safeguarding Lead or the local Prevent Officer at the earliest opportunity.
APPENDIX 5

The following checks are made on all new staff before they commence employment:

- The person's identity i.e. full name, address, date of birth
- The person's medical fitness through a self-declaration and an OHU questionnaire which is screened by an external OH provider
- The person's right to work in the UK
- The person's qualifications via the NCTL & the presentation of their certificates of qualifications
- An Enhanced Criminal Record check is carried out and an Enhanced Criminal Record certificate is obtained and copied
- A Barred List check is carried out
- An Overseas check on a person 'living or having lived' outside of the UK
- An EEA check relating to a sanction or restriction that has been imposed by a professional regulating authority in the European Economic Area
- A Prohibition check on Teachers & Others prohibited from the profession to ensure they are not subject to a prohibition order issued by the Secretary of State
- A Prohibition From Management check on staff appointed to management positions to ensure they are not subject to a section 128 direction
- Take up at least two references to request whether the referee is aware of any reason or has any concern that the applicant is not suitable to work with children.
- Employment history is verified through the completion of an application form and continuity of date history is checked by a senior member of the management
- A Disqualification by Association form must be completed by those who work in or are directly concerned within Early Years provision and later years provision for children under the age of 8 outside school hours

In addition, the following are completed/signed:

- Contract signed
- Staff details Form
- Personnel Details Form
- Evidence of National Insurance Number

All new staff complete:
- Safeguarding & Child Protection on-line training
WELFARE AND SAFEGUARDING
(Child Protection) POLICY

All new staff sign to acknowledge that they have read and understood the following:

- Acceptable Use of IT policy
- Welfare & Safeguarding Policy
- KCSIE Policy (Part 1)
- Staff Code of Conduct
- Whistleblowing Policy
- Knowledge of the identification of the Safeguarding Leads
- Six Cardinal rules to help protect children from abuse

All personnel files are held centrally at the Senior School.
**APPENDIX 6**

**Tackling Peer on Peer Abuse**

At The Grange we promote a positive, supportive working environment for all students to enjoy their time at school and meet their potential in every aspect of The Grange life. We will not tolerate peer on peer abuse and will act quickly following the guidelines below to stop behaviour like this from developing. As a school we promote kindness and take every opportunity to celebrate it.

1. **Situation**
   - Misplaced banter or friendship fallout

2. **Response**
   - Information is passed to form tutor and they investigate the severity of the situation by talking to parties involved.

3. **Intervention**
   - Form tutor sits with parties and talks through conflict resolution.

4. **Response**
   - HOY passes the situation to DSL and Deputy Head Pastoral. Further investigation. Meetings with parents. Brooks Traffic Lighting tool and GSE risk assessment tool are potentially explored.

5. **Response**
   - Situation is a safeguarding concern. Offender has already completed behaviour awareness or there is a sexual nature.

6. **Intervention**
   - Parents informed, victim supported, offender takes part in behaviour awareness.

7. **Response**
   - Situation is a safeguarding concern. Offender has failed previous interventions or broken risk assessment.

8. **Intervention**
   - Deputy Head shares information with Head. Outside agencies informed and involved. Possible permanent exclusion.
Tackling Peer on Peer Abuse: Junior School

At The Grange Junior School we promote a positive, supportive learning environment for all our children to enjoy their time at school and meet their potential in every aspect of The Grange life. We do not tolerate peer-on-peer abuse and will act quickly, following the guidelines below to stop and resolve behaviour like this from developing. As a school we promote kindness, respect and a thoughtful attitude towards others and take every opportunity to emphasise, model and reinforce these values.

Context and Definition

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers, regardless of their age though. All staff should be aware of safeguarding issues from peer abuse including but not limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery); and
- Initiation

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim;

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse

Stopping violence and ensuring immediate physical safety is the first priority of The Grange, but emotional bullying can sometimes be more damaging than physical. All Grange School staff, alongside the Designated Safeguarding Leads, should make their own judgements about each specific case and should use this policy guidance to help.

Points to consider

1. What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, who are learning toileting skills, may show a particular interest in exploration at around this stage. This, however should not be overlooked.

2. Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

3. What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying, for example, in which case regular and repetitive? Is the version of one young person different from another and why?

4. What is each of the children’s own understanding of what occurred?
Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person’s explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

5. Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

The flowchart below provides guidance on actions to be taken where peer-on-peer abuse may have occurred, recognising that our Discipline and Behaviour Policy should also be considered in any decision-making path.