

WELFARE AND SAFEGUARDING

(Child Protection) POLICY

Document Name	Welfare and Safeguarding (Child Protection) Policy
Date	February 24
Document Owner	Robert Oakes Head of Senior School/DSL
Next Review Date	September 2024
Statutory/Non Statutory	Statutory

SCHOOL CONTACT NUMBERS

The Designated Safeguarding Lead for the Whole School is:

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

The Designated Safeguarding Lead for the Senior School is :

Mrs Heather Eaton (Deputy Head Pastoral), who may be contacted on **01606 539039 (x217)**

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)**

The Safeguarding Governor for the school is Dr Naomi Jayatilake and can be contact via Lynn Geary Clerk to the Governors

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 perspective on safeguarding relation with Children's Service; the Children's Commissioner for England June 2018 The safety and well-being of all pupils at The Grange School is our highest priority.

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) Safeguarding Children Partnership <https://www.cheshirewestscp.co.uk/>. Nonetheless, it is recognised that our pupils live in areas other than covered by Cheshire West and Chester Safer Schools Partnership, and thus the procedures of the relevant partnerships will be followed when specifically applied to a child living within their jurisdiction, were those to differ.

This policy has regard to:

- Keeping Children Safe in Education (September 2023) ("KCSIE")
- o KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (August 2018)
- o KCSIE also provides links to various toolkits and additional advice and support
- Working Together to Safeguard Children (dated 2018 but updated in 2023) ("WT").

WT is complemented by non-statutory advice:

- o Information sharing (July 2018)
- o What to do if you're worried a child is being abused (March 2015)
- Prevent Duty Guidance: for England and Wales (December 2023) ("Prevent").

Prevent is supplemented by non-statutory advice and a briefing note:

- o The Prevent duty: Departmental advice for schools and childminders (June 2015)
- o The use of social media for on-line radicalisation (July 2015)
- Relationships education, relationships, and sex education (RSE) and health education (September 2021).

- Children Missing Education (September 2016)
- Multi Agency Guidance on FGM (July 2020)
- Behaviour in schools (September 2022)
- Working together to improve school attendance (May 2022)
- Keeping children safe in out of school settings (April 2022)
- Digital and technology standards in schools and colleges (March 2023)

Trustees June 2022 Equality and Diversity Safeguarding and Protecting people for charities and

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. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

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

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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 (including supply staff) or engaged on a volunteer basis, are made aware of the School's Welfare and Safeguarding Policy and procedures, Part 1 of KCSIE, Staff Handbook. 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 a 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:

- ☐ Anti-Bullying Policy
- ☐ First Aid and Medicines Policy
- ☐ Mental Health Policy
- ☐ Discipline and Behaviour Policies
- ☐ Supporting Children with Medical Conditions Policy
- ☐ Recruitment Policy
- ☐ Complaints Policy
- ☐ Whistleblowing Policy
- ☐ Health & Safety Policy

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- ☐ GDPR Policy
- ☐ Mobile Phone and Electronic Device Policy
- ☐ Online Safety Policy
- ☐ RSE Policy
- ☐ Staff Code of Conduct and Low Level Behaviour Concerns 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 2023

Next review: September 2024

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) & Relationship and Sex Education (RSE) curriculum for children to learn about safeguarding and 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;
- ☐ take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible
- ☐ ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- ☐ promote pupil health and safety

- ☐ promote safe practice and challenge unsafe practice in line with procedure
- ☐ ensure that procedures are in place to deal with allegations of abuse against staff, supply staff and volunteers following HM Government Guidance Keeping Children Safe in Education, September 2023, Part 4: Allegations of abuse made against teachers and other staff (also set out within the Local Interagency Procedures) These may require referral to the LADO.
- ☐ If there is a concern with the suitability of a member of staff to work with children, a referral to the LADO will be made
- ☐ put in place and promote robust anti-bullying and child on child abuse processes, 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

All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge

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.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

3. The Management of Safeguarding

3.1 The Role of the Designated Safeguarding Leads

While the Head of the Senior 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 have the overview of e-safety across the school and to ensure students are aware of how to protect themselves online
- ❑ to be responsible for understanding the filtering and monitoring systems The Grange School has in place
- ❑ 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 Executive 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 2023' and Safeguarding Children Partnership.

3.2 The Identity of the Designated Safeguarding Leads

The Designated Safeguarding Lead for the Whole School is:

Mr Robert Oakes (Head of Senior School), who may be contacted on 01606 539039 (x 212)

The Designated Safeguarding Lead for the Senior School is :

Mrs Heather Eaton (Deputy Head Pastoral), who may be contacted on 01606 539039 (X 217)

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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 Ben Tagg, who may be contacted on **01606 539039 (x302)**
The Safeguarding Governor is Dr Naomi Jayatilake

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 Safeguarding Children Partnership 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 the subject of a complaint, duties will be carried out by the Executive Head who has 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 Naomi Jayatilake** as the Liaison Governor for Welfare and Safeguarding. She meets periodically with the DSLs and she may be contacted via Lynn Geary, Clerk to the Governors.

3.3 Child Protection Team

The DSL's work is supported by a wider Child Protection Team. The Head of the whole school, Dr Lorraine Earps, chairs the meeting as the person with overall responsibility for both sites. In addition to the DSLs and Deputy DSL's, Hannah Horsley (Head of Sixth Form) and the School Counsellor 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 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).

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- ⑦ Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- ⑦ Accurate, and where necessary, kept up to date
- ⑦ Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed (Child protection files should be passed on to any new school the child attends and kept until they are 25 (this is 7 years after they reach the school leaving age) (IRMS, 2016).)
- ⑦ Appropriate security measures are in place to protect the personal data held
- ⑦ 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.
- ⑦ See Appendix 7 for the “7 Golden rules of Sharing Information”

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 either 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 or stored on CPOMs as the system was introduced in December 2022. 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:

- ⑦ that their Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school
- ⑦ that the Child Protection File is transferred separately from the main pupil file within 15 days of transfer
- ⑦ 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 or on CPOMs. 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 Safeguarding Children Partnership, full details of which can be found at:
<https://www.cheshirewestscp.co.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'. Child on child abuse could involve bullying, (including cyberbullying), sexting, gender-based violence or sexual assault. Behaviours linked to drug taking, alcohol abuse, truancing 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, supply staff, 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.

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.

Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Executive Head to inform him/her of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm is in place and that the school contributes to assessments of need and actively supports multi-agency planning for those children;
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and

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maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

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

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

Then decide:

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

OR

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

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

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

Action following a child protection referral

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

- make regular contact with the allocated social worker or team manager in the event of absence to ensure there is a greater emphasis on meeting the needs of the child
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- endeavour to share all reports with parents prior to meetings
- where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process <https://www.cheshirewestscps.co.uk/policy-and-procedures/escalation-and-resolution-policy/>
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform i-ART (0300 123 7047).

Raising Awareness

- Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict and mistrust, parents are aware that referrals may be made and of the role of the School;
- Ensuring that when children leave the school, their Safeguarding/Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school;
- Making sure that the Safeguarding/Child Protection File is transferred separately from the main pupil file within 15 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school or a CPOMs file transfer takes place or delivered directly by hand and a signature received, unless the child is leaving year 11 and not going to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Service at Cheshire West and Chester Council so that the child's name can be included on the database for missing pupils and appropriate action taken to ascertain the safety of the child;
- Cascading safeguarding advice and guidance issued by Cheshire West's Safeguarding Children Partnership and government guidance and legislation
- Raise awareness to the students through PSHE, assemblies, form time discussions etc...

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:

- ⑦ 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
- ⑦ Not ask leading questions, that is, a question which suggests its own answer
- ⑦ 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
- ⑦ 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 or uploaded to CPOMs.

4.3 Preserving Evidence

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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

All suspicion or disclosures of abuse must be reported to the Designated Lead, or if the disclosure involves the Designated Lead, to the Executive 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 Firefly in the Safeguarding Children folder.

The member of staff should make and submit an accurate written record and inform the DSL (or, in their 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:

- ⑦ the procedures published by the relevant Safeguarding Children Partnership depending on the postcode in which the child lives. Further information on this can be obtained from the Designated Person
- ⑦ 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
- ⑦ 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
- ⑦ 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
- ⑦ duties of confidentiality, so far as applicable.
- ⑦ the lawful rights and interests of the school community as a whole including its employees and its insurers.
- ⑦ requirements to refer under the Channel Programme.
- ⑦ if there is room for doubt as to whether a referral should be made, the Designated Lead may consult with the local authority (SCIE team) 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, 2023' and 'Keeping Children Safe in Education, 2023'.

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

The school will follow the child on child abuse pathway (see Appendix 6). Depending on the nature of the allegation, the first step is to educate those involved. Allegations of racist, homophobic or sexualised abuse need to be recorded separately and fully investigated. A pupil against whom a serious 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 (revised December 2023), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. To "tackle the ideological causes of terrorism". 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.

The school aims to 'Reduce Permissive Environments' to tackle the ideological causes of terrorism. This includes the existing considerations of building resilience through the curriculum and having effective IT and visiting speaker policies to reduce exposure to radicalising influences.

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 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 Whole School Designated Safeguarding Lead, 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 and can be found in the Staff Code of Conduct document.

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.





Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- The NSPCC's what you can do to report abuse dedicated helpline is an alternative route for staff – 0800 028 0285

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** safeguardinglado@cheshirewestandchester.gov.uk) or the Local Police and the school will follow the advice given.

The school must investigate allegations made where the adult has –

-  Behaved in a way that has harmed a child, or may have harmed a child and/or;
-  Possibly committed a criminal offence against or related to a child and/or;
-  Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or;
-  Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The school must record and monitor concerns that do not meet the harm threshold. For example –

- ☐ Being over friendly with children;
- ☐ Having favourites;
- ☐ Taking photographs of children on their mobile phone or device;
- ☐ Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or;
- ☐ humiliating pupils

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the Grange; or as a result of vetting checks undertaken.

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.

Allegations made against outside agencies or individuals that are involved with the school, i.e. Sports Club lettings etc.. should be handled in the same way as outlined in this policy.

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.

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 school's 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 DO, as will appropriate action agreed in response.

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

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 TRA 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.

At times, we may consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available. If this is the case, candidates must be informed of this process before it happens.

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" 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
- ☐ review of a copy of Part 1 (plus Annex A) of KCSIE
- ☐ review of a copy of the school's "Six Cardinal Rules" which outline key child protection safeguarding steps, and an on-line Safeguarding Training module.

This training also promotes staff awareness of child sexual exploitation, forced marriage, female genital mutilation and radicalisation (Prevent Agenda). Staff are made aware of the signs, symptoms and indicators of such practices.

9. Staff Training

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

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

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

9.1 The DSLs

The Designated Safeguarding Leads and the Heads will attend the multi- agency 1-day Level 3 course in Safeguarding. This training then needs to be updated by attending a half day refresher course, every 2 years, unless the DSLs feel they require a repeat of the full 1-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

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 an independent review officer 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:

- ☐ 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 Independent Review officer 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.

We prepare our pupils and students for life in modern Britain through 'Preventative' education. Our community has a zero tolerance towards sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This approach lies with our school values and is underpinned through our pastoral system, behaviour policy and our planned programme of PSHE.

11.1 Personal and Social Education

Time is allocated in PSE and tutor period at the Senior School to teach Safeguarding and for discussion of bullying, abuse, peer support, relationships and sex education (RSE) etc and in developing in pupils the confidence which they require to recognise abuse and to stay safe. The delivery of this is statutory from September 2020 (reference the schools RSE Policy). Focus is also placed on e-safety which includes 'sexting' and consent. 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:

- ⑦ 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.
- ⑦ We have introduced 'Whisper' as a web based site for students to make contact for help and support.
- ⑦ 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 Safeguarding pupils/students who are victims of Child on Child abuse

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

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
 - Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Sexual Violence/Harassment** ; such as rape, assault by penetration, sexual assault, sexual comments, remarks, jokes and online sexual harassment.
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

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

See Appendix 6

Key Areas Where Child on Child Abuse Occurs

Bullying (including Cyberbullying)

Bullying is defined as "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally". Bullying often

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

There are many different forms of bullying:

- **'Cyberbullying'**: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- **Racist and Religious Bullying**: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying**: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying**: targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying**: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

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

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

12.2 Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children.

In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

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:

- ⑦ the pupil has been taken out of school by their parents and are being educated outside of the school system – e.g. home education
- ⑦ 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.
- ⑦ 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
- ⑦ 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
- ⑦ the pupil has been permanently excluded and there has been no confirmation of a new school identity
- ⑦ the pupil is missing from school for a significant period of time with/without explanation

Any form of absence from school can be an indicator of safeguarding concerns. The school follows its attendance policy and process to ensure students are accounted for.

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.

Staff training on online safety should be regularly updated to ensure all are aware of current issues affecting young people and their safety.

The DSL and Head of IT is responsible for ensuring the school has the appropriate level of security protection procedures in place in order to safeguard the systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Through our communication with parents, we reinforce the importance of children being safe online and the systems in place within school as filters and to monitor online use. We also aim to make parents aware of the websites that we ask students to use as part of their learning and any necessary communication/interaction to take place online.

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

The school recognises that abuse can take place wholly online and will treat this as a safeguarding concern and work with the relevant agencies to effectively handle these cases.

Staff should refer to both the 'Mobile Phone and Electronic Devices' Policy and the 'E-Safety' Policy when support students with online safety.

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 are 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>

Managing a report of child on child sexual violence and harassment - Staff should deal with a disclosure from the victim, perpetrator or a friend in the same way as all other safeguarding

concerns. A record of the conversation should be given to the DSL. The DSL (or Deputy DSL) will involve the police at the earliest opportunity once a report of sexual violence and/or sexual harassment has taken place. This will go hand in hand with a referral to children's social care. The DSL will also create a risk assessment around all parties involved and act appropriately to protect and safeguard any victims or perpetrators.

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

12.6 Safeguarding pupils/students who are vulnerable to exploitation, forced marriage, honour based violence, female genital mutilation, sexting (youth produced sexual imagery), sexual violence and sexual harassment or trafficking and modern slavery.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;

- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

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

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups

Leaving home / care without explanation

- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

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

HBA/Forced Marriage or FGM - So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf.

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

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

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

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

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

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

The Forced Marriage Unit has published

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

12.7 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.

12.8 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."

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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.

12.9 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.

12.10 Mental Health

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

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

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

There should be clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support and this includes working with external agencies.

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

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

12.11 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.

12.12 Children with family members in prison

Although a rare occurrence at The Grange, we are aware the children with family members in prison are at greater risk of stigma and isolation. We ensure that we give appropriate support to both the child and their family.

12.13 Upskirting

Involves taking pictures under a person's clothing without them knowing, with the intention to view genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence and poses a safeguarding concern. The DSL will involve other agencies and create risk assessments if this were to take place.

APPENDIX 1

Important Contact Numbers

1 Cheshire West and Chester (CWAC) LSCB

The SCiE (Safeguarding Children in Education Team)

Kerry Gray, SCiE Manager – 01244 976778

Pam Beech – 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 (DO)

0151 356 6494

www.cheshirewestlsb.org.uk

Prevent & Channel

Chair:

Gavin Butler

Education Rep:

Vicki Thomason 0151 337 6329

Police Contacts:

Lesley Price

Lynsey Mullen 01606 36212

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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)

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

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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

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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

What are the signs of child abuse?

The signs of child abuse aren't always obvious, and a child might not feel able to tell anyone what's happening to them. Sometimes, children don't even realise that what's happening to them is abuse.

There are different types of child abuse and the signs that a child is being abused may depend on the type. For example, the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

Common signs of child abuse

Some common signs that there may be something concerning happening in a child's life include:

unexplained changes in behaviour or personality

becoming withdrawn

seeming anxious

becoming uncharacteristically aggressive

lacks social skills and has few friends, if any

poor bond or relationship with a parent

knowledge of adult issues inappropriate for their age

running away or going missing

always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour – but we can help you to assess the situation.

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

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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.

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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?

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- ☐ 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:

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- ☐ 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 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

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

WELFARE AND SAFEGUARDING (Child Protection) POLICY

Whistleblowing Policy
Knowledge of the identification of the Safeguarding Leads
Six Cardinal rules to help protect children from abuse

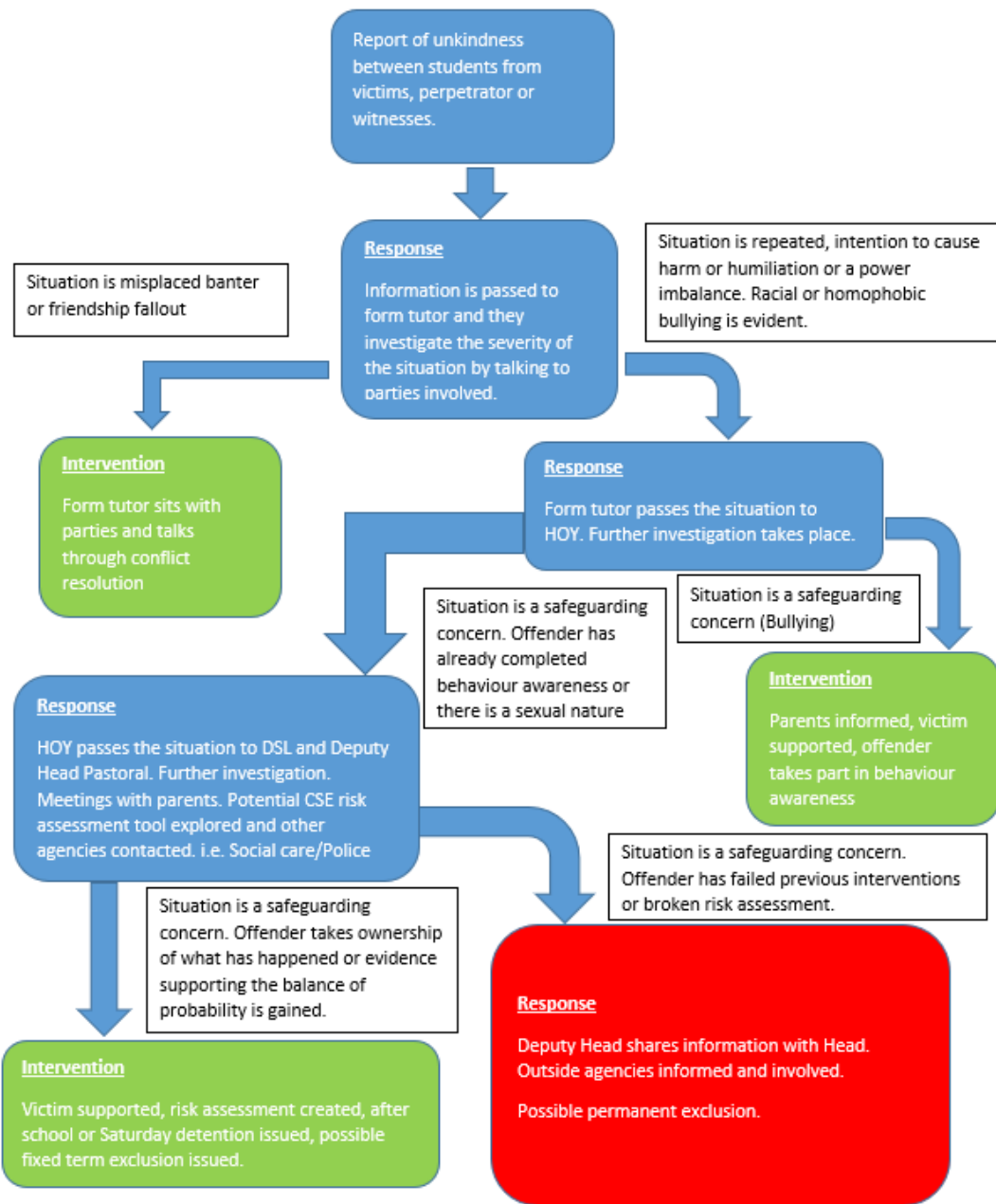
All personnel files are held centrally at the Senior School.

APPENDIX 6

WELFARE AND SAFEGUARDING (Child Protection) POLICY

Tackling Child on Child 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 child on child 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.



WELFARE AND SAFEGUARDING

(Child Protection) POLICY

Tackling Child on Child 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 child-on-child 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

Child on child 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?

WELFARE AND SAFEGUARDING

(Child Protection) POLICY

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

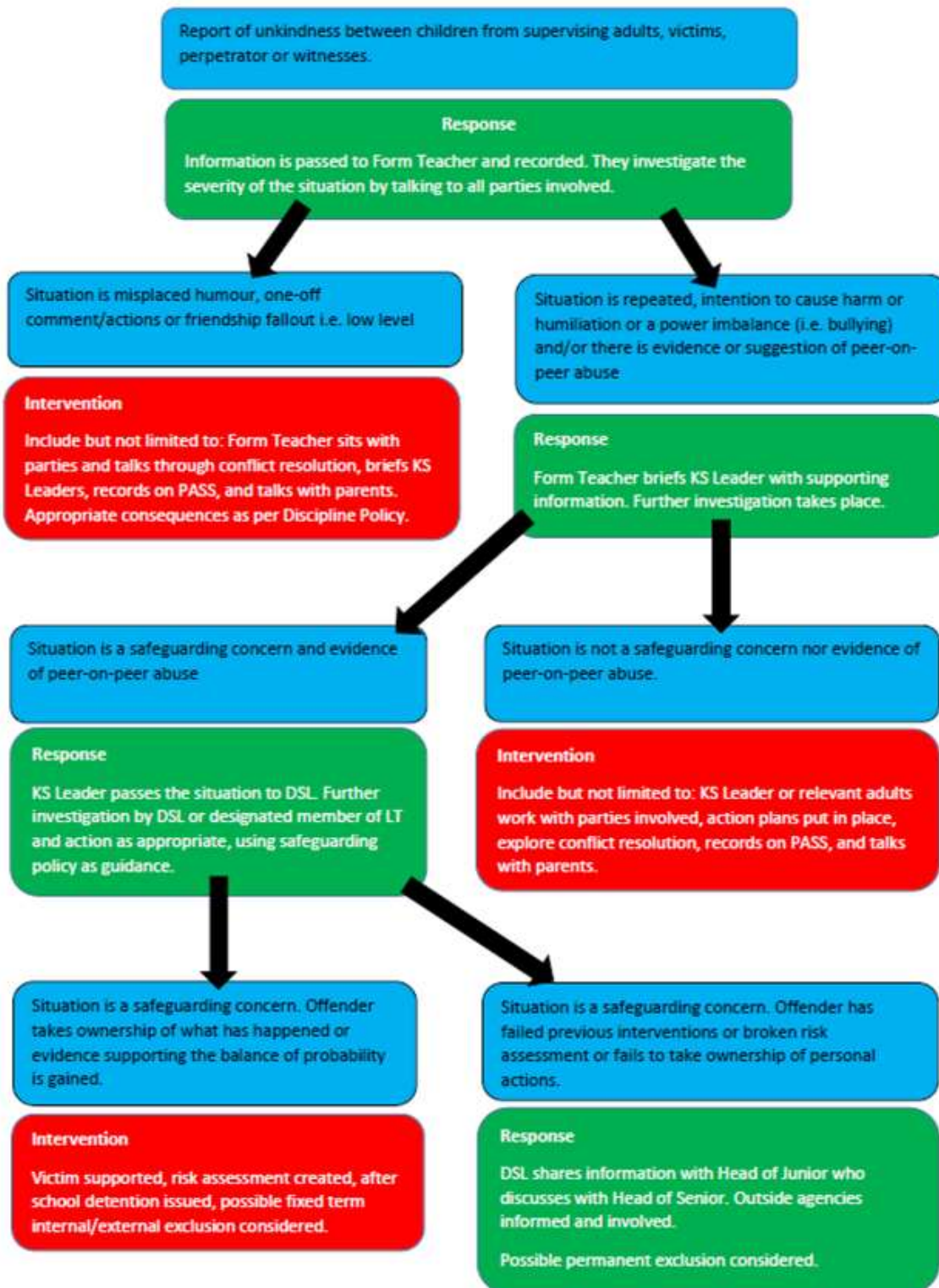
Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

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

WELFARE AND SAFEGUARDING (Child Protection) POLICY



THE GRANGE
SCHOOL



WELFARE AND SAFEGUARDING

(Child Protection) POLICY

APPENDIX 7

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.