Windmill Hill Primary School

SAFEGUARDING AND CHILD PROTECTION POLICY 2020-21

SCHOOL DETAILS

Head teacher:	Miss Paula Newman
Designated Safeguarding Lead:	Miss Paula Newman
Deputy Designated Safeguarding Lead/s:	Mr. Darren Stoddart/Andrea McCoy
Designated Governor for Safeguarding:	Claire Pentin
Chair of Governors:	Michael Soetendal
Policy Date:	September 2020
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A. INTRODUCTION

1.0 Statement of Intent

1.1 Windmill Hill Primary School fully recognises its duty toward safeguarding and promoting the welfare of children under Section 175 of the Education Act 2002.

1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering, or likely to suffer, harm.

1.3 The aim of this policy is to establish a "whole school" approach to Safeguarding Children, in order to:

- Protect children from maltreatment;
- Prevent impairment of children's mental or physical health or development;
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care ; and
- Take action to enable all children to have the best outcomes

1.4 Windmill Hill Primary School will prevent abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will feel they are supported by colleagues and the senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves.

1.5 Safeguarding children and young people will be reflected throughout the curriculum.

1.6 As part of our safeguarding ethos, Windmill Hill Primary School encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Windmill Hill Primary School ensures that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. Further information regarding this is contained in Section E.

1.7 Windmill Hill Primary School will protect children at risk of abuse and neglect by having safeguarding procedures in place that reflect current legislation, guidance and best practice.

1.8 The School also ensures that safer recruitment practices are followed when recruiting staff at all levels across the school, including volunteers. Induction and continuous staff training on safeguarding children relevant to role and responsibilities is also provided.

1.9 The School will make key decisions regarding information sharing in line with guidance and data protection and will always seek to gain parent's consent, but will always consider the principles of section 1 of the Children Act 1989 whereby the child's needs are paramount.

2.0 Legal Framework

2.1 This policy has been developed in consultation with Halton Children and Young People Safeguarding Partnership in accordance with the principles established by:

- Education Act 2002
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006; Childcare (Disqualification) Regulation 2009
- Children and Families Act 2014
- Children and Social Work Act 2017
- Data Protection Act 2018; General Data Protection Regulation (GDPR) 2018

and with reference to the following key documents and statutory guidance:

- *Keeping Children Safe in Education 2020*
- *Working Together to Safeguard Children 2018*
- *Disqualification under the Childcare Act 2006; effective 31st August 2018*
- *Prevent Duty Guidance 2015*
- *The Prevent Duty; Departmental advice for schools and childcare providers 2015*
- *What to do if you're worried a child is being abused: Advice for Practitioners 2015*
- *Information sharing; Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018*
- *Sexual violence and sexual harassment between children in schools and colleges 2018*
- *UKCISS Sexting in Schools and Colleges; Responding to incidents and safeguarding young people*
- *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*
- Teacher Standards 2012
- Guidance for safer working practice for adults who work with children and young people in education settings 2019
- Covid-19 : Safeguarding in schools, colleges and other providers (2020)
- *Halton Children and Young People Safeguarding Partnership - Pan-Cheshire Multi-Agency Safeguarding Children Procedures*
  www.proceduresonline.com/pancheshire/halton/index.html

2.2 This policy should be viewed alongside the following school policies which have relevance to safeguarding and promoting the welfare of children:

- Whistleblowing Policy
- Staff Behaviour Policy / Code of Conduct
- Safer Recruitment and Retention Policy
- Behaviour Policy
- Anti-Bullying Policy
- Use of Physical Intervention / Restraint Policy
- First Aid / Medications Policy / Intimate Care Policy
- Drugs and Substance Misuse Policy

- Attendance / Children Missing Education Policy
- Sex and Relationships Education
- E-Safety / Acceptable Use Policy
- Educational Visits
- Health and Safety Policy

2.3 Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

2.4 This policy applies to all staff (including paid staff and volunteers, permanent / temporary / ancillary / supply contracts), governors and students on placement.

2.5 This policy replaces 2019-20 Safeguarding and Child Protection Policy and is reviewed on an annual basis.

3.0 Definitions

3.1 Child

A child is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

3.2 Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

3.3 Abuse and neglect

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

4.0 Forms of Abuse

4.1 Physical Abuse

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

4.2 **Emotional Abuse**

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

4.3 **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

4.4 **Sexual Abuse**

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

4.5 **Child Sexual Exploitation**

Child Sexual exploitation (CSE) is also sexual abuse of a child. The definition of Child Sexual Exploitation is:

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or

young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

4.5.1 Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

4.5.2 Windmill Hill Primary School follows the Pan-Cheshire CSE Protocol (available from the HSCYPSP website). Where there are concerns about possible CSE, Windmill Hill Primary School will complete the Criminal Exploitation (CE) Screening Tool and submit the completed tool to Halton iCART.

4.6 **Contextual Safeguarding**

4.6.1 Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and /or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

4.6.2 Contextual Safeguarding provides a framework for school staff to consider the risks to young people within the social environment which may create vulnerability, for example, to Child Sexual Exploitation (see 2.7.1 – Sexual abuse) and Criminal Exploitation.

4.6.3 **Child Criminal Exploitation** - Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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. CCE does not always involve physical contact; it can also occur through the use of technology. Child Criminal Exploitation:-

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

4.6.5 A typical feature of this form of exploitation is "County Lines" criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from one area to another, typically from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

4.6.6 *Windmill Hill Primary School* follows the Pan-Cheshire CSE Protocol (available from the HSCYPSP website). Where there are concerns about possible Contextual Safeguarding, *Windmill Hill Primary School* will complete the Child Exploitation (CE) Screening Tool and submit the completed tool to Halton iCART.

4.6.7 More Information on the signs of Child Criminal Exploitation and County Lines can be found in Appendix 3.

4.7 **Extremism**

Extremism is defined in the Counter Extremism Strategy 2015 as "the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist." Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

4.8 Peer on Peer Abuse

4.8.1 At *Windmill Hill Primary School* we recognize that children are capable of abusing their peers. Any form of abuse is unacceptable and we take any incident of peer on peer abuse very seriously and will not be minimized as "banter" or "a joke" or "part of growing up".

4.8.3 Any allegation of peer on peer abuse will be recorded and investigated by the school and appropriate action taken.

4.8.4 Peer on peer abuse can take the form of:

- Bullying (including cyberbullying)
- Physical abuse which can include:- hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and harassment
- Upskirting which typically involves taking a picture underneath a persons clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence
- Youth Produced Sexual Imagery (Sexting).
- Initiation/hazing type violence and rituals.

4.8.2 Further information about the recognition, signs and response to peer on peer abuse can be found in Appendix 3.

4.9 **Domestic Abuse**

4.9.1 The definition of domestic violence and abuse is:

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

4.9.2 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

4.9.3 All staff understand the significant impact that Domestic Abuse can have on a child. The school follows the guidance set out within this policy to ensure the safety and wellbeing of children. Children who have experienced or witnessed Domestic Violence will be monitored and supported through the school pastoral care system.

5.0 Identifying Abuse

5.1 **Signs and Indicators of Abuse**

5.1.1 Further information regarding the signs and indicators of abuse can be found in Appendix 3.

5.1.2 Included within Appendix 3 is information regarding the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation, Sexting, Female Genital Mutilation, Forced Marriage, Honor Based Abuse, Peer on Peer abuse, Serious Violence, Sexual Violence and Sexual Harassment, Vulnerabilities to Extremism and Children Missing Education.

5.1.3 Guidance for staff working with children can also be found in the document "What to do if you are worried a child is being abused – advice for practitioners"

5.2 **Mental Health**

5.2.1 At *Windmill Hill Primary School* we understand that mental health issues can be an indicator that a child has suffered, or is at risk of suffering from abuse, neglect or exploitation. Staff in school are not qualified to diagnose mental health problems however, we are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

5.2.2 If a situation should occur in which school staff have a concern about the mental health of a child, which is also a safeguarding concern or appears to be developing into a safeguarding concern, then we will respond immediately by sharing this information with the school Designated Safeguarding Lead who will act in line with the safeguarding guidance set out in this policy.

5.2.3 As a school we aim to provide a nurturing environment for children and staff and we teach resilience through our school curriculum. Whenever a concern arises which is related to mental health, we will always act in the best interest of the person involved and access appropriate support. This may mean accessing support from external agencies.

5.2.3 The Designated Safeguarding Lead has working knowledge of the guidance in Chapter 4 of Mental Health and Behaviour in Schools

B Roles and Responsibilities

6.0 School Safeguarding Responsibilities

6.1 All staff, volunteers and governors working in the school, are responsible for the operation of this policy.

6.2 The Designated Safeguarding Lead for the school is:
Paula Newman (Head Teacher) head.windmillhill@halton.gov.uk 01928712337

In their absence, the Deputy Designated Safeguarding Leads are:
Andrea McCoy (Assistant Head Teacher) Andrea.McCoy@windmillhill.halton.sch.uk 01928712337 and Darren Stoddart Darren.Stoddart@windmillhill.halton.sch.uk (Assistant Head Teacher) 01928712337

6.3 In addition, the Governing Body has nominated a Designated Governor for Safeguarding. The Designated Governor for Safeguarding is:
Claire Pentin Claire.pentin@halton.gov.uk

6.4 All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse, to the Designated Safeguarding Lead or, in their absence, their Deputy. This must be done *immediately* following the disclosure or suspicion is made or arises. The information should be recorded on CPOMS, which will be stored in the child's confidential electronic file.

6.5 The Designated Safeguarding Lead or Deputy has a duty to make a referral to Children's Social Care, whenever there is reason to suspect that a child is suffering, or likely to suffer,

significant harm. Where a professional disagreement occurs between workers when working with children and families, the HCYPSP Escalation Policy should be referred to.

6.6 Parents will be informed of any referrals made to Children's Social Care and consent will be gained. Parents will not be contacted when this would put the child at increased risk of significant harm (e.g. in cases of suspected Fabricated or Induced Illness, Sexual Abuse where a family member is the suspected perpetrator, or Forced Marriage). Any decision not to inform parents/carers should be recorded on the Children's Social Care referral form with the reasons for such a decision and a copy should be kept in the Child Protection File for that child.

6.7 The Designated Safeguarding Lead or Deputy may contact Children's Social Care for advice, if unsure as to whether a referral is appropriate.

6.8 The welfare of the child/children concerned, including the welfare of any other children who may be at risk, must always take precedence over confidentiality.

6.9 The Designated Safeguarding Lead and/or Deputy will make every effort to attend any meetings resulting from the safeguarding process to which the school is invited.

6.10 The Designated Safeguarding Lead will ensure that the school is represented by an appropriate member of staff should a Child Protection Conference be convened. The Designated Safeguarding Lead will ensure that this member of staff is fully briefed as to the expectations regarding attending conference, including the decision making requirement. Reports using the agreed Local Authority Conference template will always be submitted to Conference in advance and shared fully with parents prior to the Conference.

6.11 The Designated Safeguarding Lead is responsible for ensuring that any actions agreed at such meetings are progressed and followed up.

6.12 The Designated Safeguarding Lead and deputies must complete Level 3 safeguarding training relevant to their role, including Working Together to Safeguard Children. This level of training must be updated at least every two years, with further safeguarding training to be accessed on a minimum of an annual basis. This is to ensure designated staff have appropriate, up to date knowledge and skills which will enable them to identify concerns and make decisions that support the safety of the school community.

6.13 All staff working in the school must be given a copy of the Safeguarding and Child Protection policy immediately upon starting work at the school as part of their induction.

6.14 All staff working in the school must undergo full Level 2 Basic Awareness in Safeguarding training appropriate to their role as part of their induction and at a minimum of every three years thereafter. All staff will also receive further safeguarding update training on a minimum of an annual basis.

6.15 The Governing Body will undergo Safeguarding training specific to their role and responsibilities at a minimum of every three years. The Designated Governor for Safeguarding will attend appropriate Roles and Responsibilities training at least every two years.

6.16 A summary of safeguarding cases and pertinent safeguarding issues that have been dealt with by the school will be reported to the Board of Governors on at least an annual basis,

with good practice being on a termly basis. All reporting to the Board of Governors will be anonymised and will contain enough detail to allow appropriate scrutiny and oversight.

6.17 The Board of Governors shall be responsible for ensuring that the school has up to date policies in place with respect to Safeguarding Children, which include procedures for handling allegations against adults working with children whether in a paid or voluntary capacity.

6.18 The Board of Governors will ensure that the school operates safer recruitment procedures including:

- at least one member of every recruitment panel having completed approved Safer Recruitment training
- appropriate DBS checks completed for staff (including Barred List checks and teacher prohibition and relevant overseas checks where appropriate)
- where appropriate, checks made regarding specific staff whose duties fall within the Childcare (Disqualification) Regulation 2009
- the maintenance of an accurate Single Central Record

7.0 Roles and responsibilities of staff/supply staff

7.1 Through regular contact with children, all staff across the school community are well placed to identify concerns and have individual responsibility for reporting such concerns to the Designated Safeguarding Lead or Deputy.

7.2 Staff will ensure that they are able to recognise possible indicators of abuse and neglect (see Appendix 3 for further information) and know who to report their concerns to.

7.3 Staff will report any safeguarding concerns to the Designated Safeguarding Lead without delay and in a timely fashion. Verbal reporting of concerns will then be followed up in writing as soon as possible but always within 24 hours. Rather than thinking "*what if I'm wrong?*" staff are encouraged to think "*what if I'm right?*" in relation to any safeguarding concerns.

7.4 Staff will ensure that they record their concerns using the school's standard recording format (CPOMS) in a contemporaneous fashion, clearly noting the difference between fact and opinion and where the information has come from. The voice of the child will be made clearly evident.

7.5 Staff will ensure that concerns relating to a child remain confidential and are only shared with the Designated Safeguarding Lead or Deputy.

7.6 Staff will co-operate with safeguarding enquiries made by Children's Social Care in relation to our pupils.

7.7 Staff will develop effective links with other agencies in the interests of child welfare.

7.8 Staff will ensure that they attend full Level 2 Basic Awareness in Safeguarding training appropriate to their role at least every three years and will attend further update training

annually. This includes ensuring attendance at WRAP training regarding the Prevent Duty and online safety training.

7.9 Staff will ensure that they are familiar with and understand all school safeguarding related policies and procedures.

7.10 Staff will provide a safe environment in which children can learn and will have a belief that "*it could happen here*".

7.11 Staff are aware that the Teachers' Standards 2012 state that teachers (including head teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

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

7.13 Staff understand that failure to follow any of the procedures set out within this policy may result in disciplinary action being taken by the school.

8.0 Roles and responsibilities of the Designated Safeguarding Lead

8.1 The Governing Body will ensure that an appropriate senior member of staff is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead (DSL) will be a member of the Senior Leadership team and the role will be explicit within their job description. This person will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. He / she will undertake the following as part of the role:

- Liaise with the three Safeguarding Partners and work with other agencies in line with Working Together to Safeguard Children 2018.
- Provide support, advice and guidance to colleagues
- Recognise signs / indicators of abuse and decide when referrals to Children's Social Care / other relevant agencies are appropriate. This should include identification of cases where Early Intervention would be appropriate
- Liaise with relevant agencies (where appropriate) to inform the decision on whether to make a referral to Children's Social Care
- Liaise with Head teacher (where the role is not carried out by the Head teacher) to inform him / her of any issues or on-going investigations. Ensure there is always cover for the DSL role by having a named deputy or team of deputies
- Ensure that the named deputy or deputies are trained to the same level as the DSL and that the role is also explicit within their job description
- Lead a team of Deputy Safeguarding Leads if the establishment is large enough to require this (including providing effective support and supervision to these colleagues)
- Attend and effectively contribute to Child in Need, Child Protection Conference, Core Groups, CAF meetings and any other meetings or plans requested by other agencies
- Provide written reports at such meetings using the Local Authority report template

- Ensure that school is always represented at Child Protection Conferences (including cover during school holiday times) and ensure that a written report is always submitted and shared with the family prior to conference.
- Keep detailed, accurate and secure written records of referrals and concerns. Ensure that only designated members of staff are given full key holder permissions to access the full records on CPOMS.
- Monitor and track the progress of all vulnerable students (including those who are subject to Children's Social Care intervention)
- Provide the Governing Body with an up to date analysis of safeguarding related issues and numbers of vulnerable students to enable them to scrutinise, challenge and support school as necessary
- Ensure the School's child protection and safeguarding related policies are up to date and reviewed annually. Work with the Governing Body / Designated Governor regarding this.
- Complete the Section 175/157 Audit as requested by the Halton Children and Young Peoples Safeguarding Partnership. Work with the Head teacher and Designated Governor regarding this
- Ensure every member of staff has access to and understands the school's child protection and safeguarding related policies (including whistleblowing, etc.)
- Ensure that parents have access to and have seen the Safeguarding/Child Protection policy which alerts them to the fact that referrals may be made and the role of the school to avoid possible future conflict
- Ensure pupils are aware of the Safeguarding/Child Protection policy (providing a "child friendly" version of policy)
- Ensure that the most up to date version of the Safeguarding/Child Protection Policy is available to download from the school website and that appropriate safeguarding information is displayed to website visitors
- Ensure all staff (including ITT students) have induction training which covers child protection / safeguarding and are able to recognise and report any concerns immediately when they arise, including the fact that there is also the possibility of peer on peer abuse
- Ensure that all staff have full Level 2 Basic Awareness in Safeguarding training at least once every three years, and ensure that all staff receive safeguarding update training on a minimum of an annual basis. Keep accurate records of staff participation in this
- Ensure that all staff have completed WRAP Level 3 training in relation to their Prevent Duty
- Ensure all staff are aware of and adhere to the school's Staff Conduct and Professional Behaviour Policy. Ensure that Staff Conduct and Professional Behaviour Policy includes references to online conduct and e-safety and is reviewed on an annual basis
- Attend Level 3 multi-agency Working Together training, and subsequent Refresher training every 2 years
- Continually update safeguarding knowledge by attending appropriate Level 3 multi-agency safeguarding training on a minimum of an annual basis
- When young people leave the establishment, ensure their child protection file is transferred to the new setting (within 15 school days where possible), but separately to the main school file, as per the *"Halton Protocol for the Transfer of Child Protection Records between Education Settings"*. Ensure that a copy the chronology of the file is retained by school and stored appropriately.
- Ensure that the school has a suitably trained "Key Adult/s" in order to fulfil its obligations under Operation Encompass

- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website
- Ensure safe messages are displayed in reception / visitor areas and that appropriate checks are made on entry to the school. Ensure visitors to the establishment are aware of who the DSL and deputies are and how to share concerns should they arise
- Share and disseminate good practice within own school and within the local area
- Attend Designated Safeguarding Lead network meetings which will receive and provide information from and to the Safeguarding Education subgroup of the HCYPSP.
- Attend Designated Safeguarding Lead training workshops to maintain up to date knowledge and an ongoing training portfolio in relation to Safeguarding issues.
- Supporting the Governing Body in fulfilling its role in relation to the arrangements set out in HCYPSP.
- Have the knowledge to assess a situation and understand if contact with the police is required and know how to make contact with the police in the appropriate way. The school follows the guidance set out in the NPCC document "When to call the Police"
- Have knowledge of and have a role within the delivery of the Relationship Education/Relationship and Sex Education Curriculum and Health Education Curriculum. The DSL will support teaching staff and children as part of a whole school approach to teaching safeguarding.
- The DSL will have a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care. The DSL will attend specific training on the role of the Designated Safeguarding Lead.
- The Designated Safeguarding Lead will access regular supervision to ensure quality of practice and to provide a positive safeguarding culture.
- Promote the Educational outcomes of vulnerable children through liaising with teachers and sharing information about their welfare, safeguarding and child protection concerns.
- The DSL will form good relationships to ensure the sharing of information with senior mental health leads and the school link CAHMs worker. The DSL understands the link between safeguarding and mental health and ensures that staff in school receive relevant information in this area.

9.0 Roles and Responsibilities of the Headteacher/Principal

9.1 The Headteacher/ Principal has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one and Annex A of the 'Keeping Children Safe in Education' (KCSIE) guidance, Behaviour Policy, the Children Missing from Education Standard Operating Procedure (SOP), online safety training, the identity of the DSL and any deputies, the procedure for raising concern about an adult who works with children and the Whistleblowing guidance.

10.0 Roles and Responsibilities of the Governors and Designated Governor

10.2 Governing bodies are responsible for ensuring that the school complies with the expectations of relevant agencies as outlined in Halton's Children and Young People Safeguarding Partnership arrangements.

10.3 The Governing Body has a duty to:

- Ensure that the School complies with its duties under the child protection and safeguarding legislation (See Legal Framework)
- Guarantee that the policies, procedures and training opportunities in the School are effective and comply with the law.
- Guarantee that the School contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2019)
- Confirm that the School's safeguarding arrangements consider the procedures and practices of the Local Authority (LA) as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the Governing Body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal/Headteacher or another Governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a Governor responsible for safeguarding arrangements.
- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the Governing Body itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at the School, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.

- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as emails and staff meetings, as required, but at least annually.
- Confirm that there are procedures in place to handle allegations against members of staff, supply staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of 'Looked After Children' (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the Governing Body have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- The Designated Safeguarding Lead should liaise with the Designated Governor for Safeguarding so that the Designated Governor can report to the governing body about safeguarding issues. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the Designated Governor and the Designated Safeguarding Lead to present the report together

11. Multi-agency working

11.1 The Halton Children and Young People Safeguarding Partnership is made up of Halton Borough Council, Halton Clinical Commissioning Group (NHS) and Cheshire Constabulary. The Partnership make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

11.2 The school will continue to work in collaboration with the partnership and the school Governors, school leadership team and the Designated Safeguarding staff understand and follow Halton's Safeguarding arrangements.

11.3 The guidance within this policy reflects the guidance set out by Halton's Children and Young Peoples Safeguarding Partnership and the school work alongside and in collaboration with external agencies to ensure that the welfare of children is promoted and that children are protected from harm.

12. Children who are at greater risk of harm

12.1 All staff understand that there are times in a child's life when they may require the support of a social worker. Children who are receiving support from a social worker may be involved in a Child in Need Plan or a Child Protection Plan as a result of abuse, neglect and/or complex family circumstances.

12.2 All staff understand that adverse childhood experiences and trauma can leave a child vulnerable to further harm. The impact of adverse experiences can leave a child disadvantaged in terms of attendance, attainment, behaviour and mental health.

12.3 The Designated Safeguarding Lead will be informed by the Local Authority of any child who is supported by either a Child in Need Plan or a Child Protection Plan. The Designated Safeguarding Lead will ensure that the school support the child in terms of monitoring educational outcomes, safety and wellbeing.

12.4 The social worker and Designated safeguarding Lead will liaise to share information about the child's progress and academic support required and provided by the school. The Designated Safeguarding Lead will also share information regarding absence from school and missing from education to ensure the safety and wellbeing of the child.

13. Looked After Children

13.1 The Governing Body will ensure that there is a designated member of staff who will ensure the academic progress, emotional wellbeing and safety of children who are looked after or have previously been looked after by the local authority.

13.2 All staff understand that children who are in the care of the local authority have usually experienced abuse and/ or neglect.

13.3 The Governing Body will ensure that the named teacher understands and has knowledge of the child's legal status (whether they are looked after with the consent of the parent, under and interim care order or full care order) and the contact arrangements with the parents or people with parental responsibility.

13.4 The named teacher will have details of the child's care arrangements and the level of authority given to the carer by the local authority that looks after the child.

13.4 The named teacher will have the name and contact details of the social worker and the name of the virtual head from the authority that cares for the child.

13.5 All staff have the understanding and knowledge that previously looked after children remain vulnerable and will liaise with the designated teacher to ensure that information is shared to keep looked after and previously looked after children safe.

13.6 The designated teacher will work with the local authority to ensure that the educational outcomes of registered children who are looked after.

13.7 The designated teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who have been adopted from state care outside England and Wales.

13.8 The designated teacher must have the relevant experience and qualifications to fulfil this role and also be able to attend training to keep informed about developments in this area.

13.9 The designated teacher will liaise with the virtual head to discuss how funding can be best used to support the progress of looked after children and best meet the needs identified I the personal education plan (PEP).

14.0 **Private Fostering**

14.1 Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

14.2 The school will request updated pupil information forms be completed annually to help to identify those children who have had a change in living arrangements.

14.3 Should the school become aware of a child who is privately fostered, the Designated Safeguarding Lead will notify the Local Authority who will check that the arrangement is suitable and safe for the child.

C Response to Safeguarding Concerns about a pupil

15.0 Early Intervention

15.1 Windmill Hill Primary School recognises that some children need early help and support services and is committed to the early identification of such needs. Providing help early is more effective in promoting the welfare of children than reacting later when concerns have escalated.

15.2 The recognised method of providing early intervention in Halton is the multi-agency Common Assessment Framework (CAF) process. CAF is a four-step process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when:

- A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- A child or their parent/carer, raises a concern with a member of staff
- A child's needs are unclear, or broader than the member of staff's service can address

15.3 All staff in school will be alert to the potential need for early help for a child who:

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

15.4 In order to best support children and families, Windmill Hill Primary School will participate fully in the Early Intervention/CAF process and will take on the role of Lead Professional where appropriate. To support this, Windmill Hill Primary School will ensure that a member of staff is fully trained to use eCAF.

15.5 The CAF process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory. Windmill Hill Primary School recognises that should a family not provide consent, this may require a review of the Level of Need as refusal to provide consent may increase the risk to the child and subsequent consultation with iCART (Integrated Contact and Referral Team) would be required.

15.6 The Early Intervention Locality Teams in Halton develop and maintain strong links to universal services, offer named link workers to key services, offer direct family support and offer support, advice and guidance to professionals. They also offer oversight of CAFs to

ensure the level of need is correct. The locality teams are located in Widnes and Runcorn.

15.7 Contact should be made with a worker located within the Early Intervention Locality Team or Children's Social Care iCART team or for advice and support around the CAF process and for help to identify the most appropriate support services for a family's identified needs. If a CAF is already open and risks are increasing or the plan is not progressing, to request a step up to social care school should contact iCART. **The contact number is 0151 907 8305.**

16 Response to concerns about a child.

16.1 All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. If any member of the school community has a safeguarding concern regarding a child, they should contact the Designated Safeguarding Lead without delay. Staff and governors should not investigate possible abuse or neglect themselves.

16.2 Injuries noted should be reported to the Designated Safeguarding Lead immediately and without delay as it is acknowledged that once an injury occurs, the body will start to heal and therefore evidence will start to diminish.

16.3 The Designated Safeguarding Lead will consider the information they have received and will determine what action should be taken by the school. He/she will refer to the Halton Levels of Need framework to aid this decision making (see Appendix 4). He/she must record the outcome of this decision making process.

16.4 If the Designated Safeguarding Lead is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care they should contact the Integrated Contact and Referral Team (iCART) for advice (See Appendix 4 for the referral flowchart).

16.5 Children's Social Care contact details are as follows:

- **iCART, 9am-5pm Mon-Thursday, 9am-4.30pm Friday: 0151 907 8305**
- **Out of hours Emergency Duty Team (EDT): 0345 050 0148**

16.6 If the Designated Safeguarding Lead feels that the concern should be addressed via the Common Assessment Framework (CAF) or Children in Need processes, then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Designated Safeguarding Lead should consider how to proceed, including if refusal increases the risk of harm to the child.

16.7 Where the Designated Safeguarding Lead feels that the information indicates that a child is in need of protection, they should still contact the parent(s) to inform them that they are making a referral to Children's Social Care and to gain consent, unless to do so would place the child at increased risk of harm; for example:

- where sexual abuse involving a family member is suspected or disclosed
- where fabricated or induced illness is suspected
- where to do so would impede an existing criminal investigation

16.8 The Designated Safeguarding Lead and/or Deputy will complete, in detail, the Children's Social Care multi-agency referral form (available on the Halton Children and Young People

Safeguarding Partnership website www.hcypsp.haltonsafeguarding.co.uk). He/she will include as much detail as possible relating to the child, immediate and wider family, the allegation of harm, situation, context, environment, risks and protective factors to enable Children's Social Care to react in a timely way. This referral form must be completed within a maximum of 48 hours but sooner when requested.

16.9 If the school does not receive a response of the outcome to the referral from Children's Social Care within one working day, the Designated Safeguarding Lead should contact iCART immediately.

16.10 If the referral to iCART results in a Single Assessment and a period of Child in Need or Child Protection, or a CAF assessment and plan the Designated Safeguarding Lead and/or Deputy will engage thoroughly with the relevant assessment and resulting plan.

17.0 RESPONSE TO A DISCLOSURE

17.1 If a child makes a disclosure of abuse to you:

You should:

- Listen and keep calm. Do not interrupt
- You MUST NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why
- Observe visible bruises and marks, but do not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions
- Use the "TED" model for asking open ended questions: "**T**ell me about that", "**E**xplain that to me", "**D**escribe that"
- Make a record of what has been said immediately afterwards in words used by the child and yourself to the best of your memory. Use capital letters for the child's words to help distinguish between the two.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third party information
- Report the matter immediately to the Designated Safeguarding Lead
- If in doubt seek advice from the Designated Safeguarding Lead

You should not:

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead

18.0 CONFIDENTIALITY

18.1 Windmill Hill Primary School recognises that all matters relating to child protection are confidential.

18.2 The Head teacher, Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a need to know basis only. Guidance about sharing information can be found in the 2018 document "Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018"

18.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

18.4 All staff must be aware that they cannot promise confidentiality to a child which might result in the child's safety or wellbeing being compromised.

18.5 Windmill Hill Primary School will always share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

18.6 Windmill Hill Primary School recognises that children's welfare is our paramount concern and therefore will use the principles set out in section 1 of the Children Act 1989 in order to inform some decisions regarding information sharing.

18.7 Windmill Hill Primary School pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Windmill Hill Primary School is aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as "special category personal data". Where we would need to share special category personal data, we are aware that the Data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition that allows us to share information. This includes allowing school to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

19.0 Pupil Records

19.1 Recording Information

19.2 All safeguarding concerns should be recorded on the CPOMS recording system. Staff making records will ensure that they clearly distinguish between fact and opinion and whether the information is 1st or 2nd hand. Records will clearly evidence the voice of the child and will always be written contemporaneously.

19.3 Records will be maintained by the Designated Safeguarding Lead and Deputy through the CPOMS system.

19.4 There should be a chronology of events stored on CPOMs to enable the Designated Safeguarding Lead and Deputy to have an immediate overview of the case.

19.5 The Designated Safeguarding lead and their Deputy will ensure that relevant members of staff have access to the information on the CPOMS online system and will ensure that only the Designated Safeguarding members of staff are provided with full Key holder permissions.

19.6 Files will be archived and securely stored until the child's 25th birthday.

20.0 Transferring pupil files

20.1 If a child transfers between schools the Designated Safeguarding Lead will be responsible for transferring the child's Child Protection File to the new school. The Designated Safeguarding Lead will follow the *"Halton Protocol for the Transfer of Child Protection Records between Education Settings"*. The Designated Safeguarding Lead will speak to their counterpart in the school/college to which the child is transferring in order to ensure that they are aware that the file is to be transferred. Upon confirmation of the child starting on roll the file should be transferred as soon as possible (within 15 schools days), but separately to the main school file. The CPOMS online system will transfer the pupil file securely through the online system and will issue a receipt to confirm that the file has been sent and received by the school to which the child is transferring.

D Response to concerns about adults who work with children

21 Responding to a concern or allegation about an adult

21.1 All school staff, supply staff and volunteers will be aware of and work within the school's statutory Staff Conduct and Professional Behaviour Policy and other relevant policies and procedures. These will include guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media along with expectations regarding the behaviour of members of staff both inside and outside of school.

21.2 If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher;

- where there are concerns/allegations about the headteacher, this should be referred to the chair of governors

- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

21.3 The school recognises that concerns about an adult tend to grow before an allegation is made. The school creates an ethos which enables staff to talk openly to the Head about concerns about colleagues.

21.4 Where allegations against a staff member are made, the Head teacher should be notified *immediately*. In the event that the Headteacher is not available, or the allegation concerns them, the Chair of Governors should be contacted. No other members of staff will be asked to manage an allegation about another professional.

21.5 Halton Children and Young People Safeguarding Partnership LADO procedures (available from http://children.haltonsafeguarding.co.uk/docs/LadoProcedures.pdf) should be followed in all cases where it is alleged that a member of staff, supply staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved in a way that indicates they may not be suitable to work with children

21.6 Should a concern arise about an adult who is not employed directly by the school (for example, a supply teacher provided by an employment agency) then the school will ensure that the correct procedures are followed. Under no circumstances will the school cease to use a supply person due to a safeguarding concern without finding out the facts and liaising with the Local Authority Designated Person (LADO) to determine a suitable outcome. The Governing body will discuss with the agency whether it is appropriate to suspend the individual, or deploy them to another part of the school, while the investigation is conducted.

21.7 The school will take the lead on responding to an allegation against a supply teacher as they are under the direction and control of the Governing Body when working for the school.

21.8 Prior to any supply teacher working in the school, the school will inform the agency of the process for managing allegations.

21.9 Responding to the allegation in a timely and fair manner is essential. Windmill Hill Primary School will consider what immediate actions are required to reduce any risk to children within the school. This may include the staff member being moved to a position in the school where they have no contact with children, or could include that the person is suspended from duty whilst an investigation is undertaken. Suspension will be the last resort and should be seen as a neutral act. Appropriate support will be offered to both the subject of the allegation and complainant.

21.10 Contact should be made with the Local Authority Designated Officer (LADO) in Halton within 24 hours of receiving the allegation. The duty LADO will request that school complete a Consultation Form (available from the Halton Children and Young People Safeguarding Partnership website) in order to provide advice and guidance regarding the matter. The duty LADO will, where appropriate and threshold has been met, arrange for a Strategy Meeting to be undertaken. **The contact details for LADO in Halton are 0151 511 7229,** safeguarding.adminteam@halton.gov.uk

21.11 **Please note:** *Working Together 2018* refers to LADO as the "Designated Offer", but in line with the North West area, the full title in Halton remains Local Authority Designated Officer.

21.12 Where the details of the allegation also suggest that criminal offence may have been committed, the Police will also be contacted.

21.13 The Head teacher should record as much detail as possible about the initial disclosure but should not take statements from children or employees or investigate the matter further until a consultation has taken place with LADO. The Head teacher will not undertake an investigation prior to consulting with the LADO.

21.14 Following consultation with the LADO Windmill Hill Primary School will ensure that the staff member is made aware that an allegation has been made, but will not provide the individual with any further details initially. The member of staff should be advised of the procedures regarding allegations and Windmill Hill Primary School will ensure that the member of staff has access to appropriate support.

21.15 Where there is no criminal offence and Police are not leading on an investigation, any investigation undertaken by the school will be timely, thorough, consistent and fair to all parties involved in order to reach the correct conclusion and outcome. Windmill Hill Primary School will endeavour to complete this investigation as quickly as possible.

21.16 As a result of an investigation either through the LADO process or via internal disciplinary procedures, if any member of staff is found not suitable to work with children Windmill Hill Primary School will refer the individual to the Disclosure and Barring Service (DBS) for consideration for barring. This includes where the member of staff resigns prior to conclusion of the investigation, the member of staff is dismissed, or when the school ceases to use their service as a result of a substantiated allegation. Where appropriate, consideration will also be given to referral to the Teaching Regulation Agency for possible prohibition from teaching.

21.17 Windmill Hill Primary School will not use “compromise” or “settlement agreements” if the member of staff is not suitable to continue in their employment with children.

21.18 Windmill Hill Primary School recognises that there are occasions when a person who works with children behaves in a way that is concerning and raises questions about their ability to recognise and take steps to safeguard children in their care that wouldn’t meet the threshold of LADO. As an employer the school has a duty to consider whether the issue indicates that they are unsuitable to continue in their role for the immediate future or indefinitely. These are known as issues of suitability and would be dealt with via the school’s disciplinary procedures.

21.19 However if an adult who works with children has involvement from Children’s Social Care in respect of their own child, or a child that they live with or have contact with, it is the responsibility of Children’s Social Care to assess the immediate concern and inform the LADO of whether the adult poses a risk to children. Examples of this may include:

- Allegations of assault, physical or emotional, on their own child or on a child they live with or have contact with
- Domestic abuse
- Substance misuse
- Lives with or is in a relationship with a person who is identified as a risk to children

The situation would meet the threshold of LADO should the child in question be made subject to a Child Protection Plan. This is because Children's Social Care has determined that the adult presents a risk to the associated child either directly or due to a failure to protect.

21.20 Staff in school should ensure that they disclose information about themselves relating to the above to the Head teacher as soon as possible. School will create an environment and culture where staff are able to do this.

22.0 WHISTLEBLOWING

22.1 Windmill Hill Primary School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

22.2 All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's Whistleblowing Policy is there to support and aid them in these circumstances.

22.3 Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body, whose contact details should be readily available to staff.

22.4 Should the situation arise where a member of staff feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, advice can be sought via NSPCC helpline or through the OFSTED Whistleblowing helpline. The contact details are:
NSPCC
- Telephone number - 0800 028 0285.
- Email – help@nspcc.org.uk
OFSTED Whistleblowing helpline
- Telephone number - 0300 1233155
- Email – **whistleblowing@ofsted.gov.uk**

23.0 ESCALATION

23.1 If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern.

23.2 Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with Halton Children and Young People Safeguarding Partnership's formal escalation policy to ensure a timely resolution. The escalation policy can be located here: www.proceduresonline.com/pancheshire/halton/p_escalation_pol.html?zoom_highlight=escalation

E PROACTIVE SAFEGUARDING

24 PROACTIVE SAFEGUARDING

24.1 Windmill Hill Primary School recognises that the school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection.

24.2 Windmill Hill Primary School recognises that school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

24.3 All staff understand that where there is a safeguarding concern about a child, the child's wishes and feelings should be taken into consideration. The school has systems in place for children to express their views and give feedback. The best interests of the child are paramount.

24.4 Windmill Hill Primary School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead and deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. This includes risk in schools. The Contextual Safeguarding Network has developed resources for schools to self-assess such risks. The resources can be accessed after registering with the Contextual Safeguarding Network at: www.contextualsafeguarding.org.uk/en/publications/schools-assessment_toolkit

24.5 The school community will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors.
- Promote a caring, safe and positive environment within the school.
- Ensure that the school site is a safe, secure and welcoming place to learn and grow.
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding messages and learning opportunities across the full curriculum, including Relationship Education through PSHE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular, this will include: e.g. staying safe online, anti-bullying, e-safety, road safety, focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel, issues around consent, sexting, positive mental health, etc.
- Offer a positive school experience.

- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

25.0 Relationship Education

25.1 As part of a broad and balanced curriculum, children are taught about safeguarding including online safety. Teaching in this area is provided through Relationship Education and Health Education.

25.2 Parents have the right to request to withdraw their child from part or all of the Sex Education curriculum only. This request should be made to the Head Teacher.

25.3 Topics that may be covered within this curriculum include:

- Issues related to consent
- Definitions/ choices
- Grooming, CSE, domestic abuse, FGM
- Honour based abuse
- Unhealthy / abusive family relationships
- Internet/online safety – a much enhanced curriculum theme
- Contextual safeguarding
- Abusive intimate relationships.

25.4 Delivery of this curriculum will take a whole school approach and the Designated Safeguarding Lead will have a specific role to play in:

- Being aware of the timing of the delivery of lessons and the content of each lesson
- Maintaining clear communication between the Designated Safeguarding Lead and teachers to ensure that everyone is aware of the potential impact of the lesson on particular pupils.
- Sharing of information between the Designated Safeguarding Lead and the teachers for pupils who are of a particular protective characteristic (pupils who are at greater risk)
- Sharing of information between the Designated Safeguarding Lead and the teacher about pupils who present and concerning reaction to the content of the lesson.

25.5 There is a whole school approach to teaching safeguarding in the school and all staff are aware of the possible impact the content of lessons may have on pupils. The school will respond to any concern with the best interest of the child as the highest priority.

25.6 Information regarding the teaching of safeguarding can be found here statutory guidance: Relationships Education Relationships and Sex Education (RSE) and Health Education

26.0 SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

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

26.2 Windmill Hill Primary School values freedom of speech and the expression of beliefs / ideology 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.

26.3 Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter-Terrorism and Security Act 2015, Windmill Hill Primary School will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and have attended WRAP Level 3 training and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

26.4 The School Lead (Single Point for Contact) for Prevent is:
Paula Newman
head.windmillhill@halton.gov.uk
01928712337

He/she will link with other relevant agencies (including the Police) to ensure that vulnerable people are appropriately supported and risk assessed, and that all staff and Governors have received WRAP (Workshop to Raise Awareness of Prevent) training to ensure they are able to recognise any concerns. The specific Roles and Responsibilities of this Single Point of Contact (SPOC) are defined in Appendix 3.

26.5 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. Windmill Hill Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

26.6 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are contained in Appendix 3.

26.7 Windmill Hill Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

26.8 The Channel and Prevent contacts within Cheshire Constabulary are:

Sian Roberts	sian.roberts@cheshire.pnn.police.uk
DC Lesley Price	lesley.price@cheshire.pnn.police.uk
DC Andrew McIntyre	andrew.mcintyre@cheshire.pnn.police.uk
DC Brendan Crilley	Brendan.Crilley@cheshire.pnn.police.uk
Team email	prevent@cheshire.pnn.police.uk

Alternatively there are the following national contacts available:

Anti-Terrorist Hotline 0800 789 321
Text Phone Service 0800 032 4539
Web site https://secure.met.police.uk/athotline/

27.0 Online Safety

27.1 As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Appendix 4.

27.2 The Designated Safeguarding Lead understands the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

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

27.5 Governors and proprietors should ensure that, as part of the requirement for staff, to undergo regularly updated safeguarding training. There is a requirement to ensure children are taught about safeguarding, including online safety that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

F Policy monitoring and review

28.0 This Policy is reviewed annually by the Designated Safeguarding Lead and the Headteacher.

28.1 Any changes to this policy will be communicated to all members of staff.

28.2 All members of staff are required to familiarize themselves with all processes and procedures outlined in this policy as part of their induction programme.

28.3 The next scheduled review date for this policy is September 2021.

Appendix 1

CAUSE FOR CONCERN FORM

STUDENT DETAILS

NAME:					
DOB:		**YEAR/FORM:**		**SEN STATUS:**	
ADDRESS:					

STAFF DETAILS

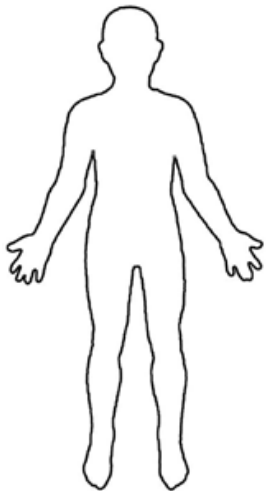
STAFF NAME:			
Date of incident / report / disclosure:		**Time:**	
Location of incident / report / disclosure:			
Date / time record is being made:			

For any sections below continue recording overleaf if necessary, ensuring it is signed & dated

CONCERN DETAILS

NATURE OF CONCERN:

Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), witness details, what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of the child (suggestion - use capital letters to ensure it can be easily recognised). Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.
Please clearly sign and date the record at the end of your statement.



TO BE COMPLETED BY DESIGNATED SAFEGUARDING LEAD OR DEPUTY

AGREED ACTIONS & ANTICIPATED OUTCOMES:

Record all discussions, communications, referrals & decisions made. Include details of conversations with parents / other agencies & rationale behind key decision making. ***Clearly sign & date at the end of the record.***

This form should be used to record concerns about a young person. It should be completed as accurately as possible & passed directly to the Designated Safeguarding Lead or Deputy who should action & then file securely. The school's child protection & safeguarding procedures should always be followed.

Appendix 2

SUMMARY SHEET

STUDENT DETAILS

NAME:				**DOB:**	
YEAR/FORM:		**ETHNICITY:**		**SEN STATUS:**	
ADDRESS:					
PARENT / CARERS:					
PHONE NUMBERS:					
RELEVANT ADULTS IN SCHOOL:					

AGENCIES INVOLVED

AGENCY	NAMED PERSON	CONTACT DETAILS
CHILDREN'S SOCIAL CARE		
EARLY INTERVENTION		
CAF LEAD PROFESSIONAL		
EDUCATION WELFARE OFFICER		
SCHOOL HEALTH		
GP DETAILS		
FAMILY SUPPORT WORKER		
EDUCATION PSYCHOLOGIST		
POLICE		

BRIEF SUMMARY OF FACTS

Include details such as significant family members, family members who should not be contacted, sibling details (including their schools), etc.

_____

_____

_____

_____

_____

_____

_____

Appendix 3

SIGNS AND INDICATORS OF ABUSE IN CHILDREN AND SPECIFIC SAFEGUARDING ISSUES

The risk indicators described in this appendix are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with Designated Safeguarding Lead
- May require consultation with and / or referral to Children's Services

However, it is important to note that the absence of such indicators does not mean that abuse or neglect has not occurred.

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour / attendance at school
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises / injuries with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

In an abusive situation the child may:

- Appear frightened of the parent/s or other adults or children
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent
- Be misusing substances (alcohol or drugs)
- Have mental health issues that compromise parenting ability
- Persistently refuse to allow access on home visits
- Be a victim or a perpetrator of domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household. Staff should also be aware of the potential for peer on peer abuse in that abuse can be perpetrated by children or young people in addition to adults.

In relation to any of the signs and indicators described below, staff should ensure that they follow procedures set out in parts 4.0 and 8.0 of the main policy as detailed above.

RECOGNISING PHYSICAL ABUSE

Children will have accidental injuries. All injuries noted by staff should be responded to, regardless of whether the member of staff suspects it is an accidental injury. The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors, urgent treatment centres (e.g. Walk-in centres) and A&E departments
- Reluctance to give information or mention previous injuries
- Absence from school (which may be used to hide injury from professionals)
- Depression and anxiety
- Aggression and violence
- Difficulties with relationships and socialising
- Trying to hide injuries (e.g. under clothing) – reluctance to get changed for PE
- Becoming distant or withdrawn
- Going missing from home
- Not wanting to go home from school

Injuries to children should always be addressed immediately in order to prevent evidence from disappearing. This is particularly pertinent in the case of visible slap / scratch marks.

Injuries caused by Physical Abuse

Bruising

- On the cheeks, ears, palms, arms and feet
- On the back, buttocks, tummy, hips and backs of legs
- Any bruising to a non-mobile child
- Multiple bruising in clusters, usually on the upper arms or outer thighs
- Bruises which look like they have been caused by fingers, a hand or an object (the outline of an object used e.g. belt marks, hand prints or a hair brush)
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times

Burns and Scalds

- Burns on the backs of hands, feet, legs, genitals or buttocks
- Burns which have a clear shape, e.g. a cigarette burn or lineal burns
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water on his/her own accord will struggle to get out and cause splash marks)

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

Fractures

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

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

RECOGNISING EMOTIONAL ABUSE

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay – physical, emotional and mental
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non attachment
- Aggressive / violent behaviour
- Scape-goated within the family
- Problems with relationships and socialising
- Rebellious behaviour
- Low self-esteem and lack of confidence – can manifest as eating disorders or self-harming behaviours
- Withdrawn or seen as a “loner” – difficulty relating to others (self-isolating behaviour or negative impulsive behaviour

RECOGNISING NEGLECT

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- Poor supervision of child
- Poor hygiene (e.g. dirty or smelly)
- Unwashed / inadequate clothing
- Untreated health problems or frequent missed medical / dental appointments
- Frequent, untreated bouts of head lice
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school / poor punctuality
- Child left with adults who are intoxicated or violent

- Child abandoned or left alone for excessive periods
- Poor school attendance / punctuality
- Withdrawn / isolated
- Problems with relationships and socialising

There are a range of assessment tools which specifically support identification of neglect.

RECOGNISING SIGNS OF SEXUAL ABUSE

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Risk taking behaviour (during adolescence)
- Promiscuous behaviour
- Aggressive behaviour
- Withdrawn or isolated
- Unexplained gifts, toys or favours
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Pain or itching of genital area
- Blood on underclothes
- Bed wetting or soiling
- Sleep problems
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted infections, presence of semen on vagina, anus, external genitalia or clothing

The Brook Sexual Behaviours Traffic Light Tool is available for professionals who work with children to help identify, assess and respond appropriately to sexual behaviours http://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

RECOGNISING 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. "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

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.

The Law

Making, possessing and distributing any imagery of someone under 18 which is "indecent" is illegal. This includes imagery of yourself if you are under 18. Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

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

This does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery

This does mean that young people are breaking the law by sharing such images, however whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

Whilst it is recognised that the production of such imagery is likely to take place outside of school, issues often manifest in school. As a result it is expected that:

- All members of staff should be able to recognise and refer any disclosures of incidents of this nature
- All incidents of youth produced sexual imagery should be dealt with as safeguarding concerns and school safeguarding procedures should be followed
- Adults should not view youth produced sexual imagery unless there is good and clear reason to do so

If staff have any concerns re: sexting or any disclosures are made, they should *always* follow the school's safeguarding procedures and refer to the DSL / Deputy. They should *never* view, print, copy or share any images themselves; this is illegal.

The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. If a decision is made to view imagery the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Head teacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Head teacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Head teacher or a member of the senior leadership team. This staff member does not need to view the images
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Head teacher or a member of the senior leadership team's office
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

RECOGNISING PEER ON PEER ABUSE

Children can abuse other children. Peer on peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (physical, name calling, homophobic, etc., including cyber bullying)
- Gender based violence
- Sexually harmful behaviour and sexting

This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, culture, sexual identity, disability, special educational needs or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

Recognising and responding to peer abuse

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can often be more damaging than physical. An assessment of an incident between peers should be completed and should consider the following:

- Chronological and developmental ages of everyone involved

- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

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
- Educational under-achievement
- Involved in crime

It is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way. Even with the most stringent of policies and support mechanisms, peer abuse can and may still occur. In order to try to prevent this Windmill Hill Primary School will:

- Have an ethos where students and staff treat each other with respect and understand how their actions affect others
- Ensure that the school environment is one that allows students to share information about anything that is upsetting or worrying them
- Use a strong and positive PSHCE curriculum to tackle issues such as prejudiced behaviour, and gives an open forum for young people to talk
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between pupils which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students and parents to ensure they know what to do to prevent and report concerns
- Create an inclusive, safe environment where pupils can openly discuss issues without fear
- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual and transgender pupils through staff training and CPD to ensure that staff do not dismiss issues
- Work with the wider community and agencies to tackle issues that occur outside the setting

For further information, staff should refer to the behaviour and Anti Bullying Policy

RECOGNISING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

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

Windmill Hill Primary School considers that it is important all staff are aware of the difference between sexual violence and sexual harassment in order to help identify and report any concerns.

What is sexual violence?

Under the Sexual Offences Act 2003 offences relating to sexual violence are described below:

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

What is sexual harassment?

Sexual harassment is "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. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence.

CONTEXTUAL SAFEGUARDING

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families and outside of their home. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

More information about Contextual Safeguarding can be found here: https://contextualsafeguarding.org.uk/

RECOGNISING CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts, or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- unknown adults collecting the children from school
- having older boyfriends or girlfriends
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- repeat absences / truancy from school (e.g. same time of day, same day each week, etc.)
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress

- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- frequent missing from home episodes
- getting involved in crime, police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

RECOGNISING CHILD CRIMINAL EXPLOITATION (CCE)

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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. CCE does not always involve physical contact; it can also occur through the use of technology.

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

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

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of exploitation. Signs include:

- 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

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

CHILDREN MISSING EDUCATION (CME)

Children Missing Education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, the local protocol for Children Missing Education must be followed.

Pupils at particular risk of CME:

- **Pupils at risk of harm/neglect**
  Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected school should follow the local child protection procedures
- **Children of Gypsy, Roma and Traveller (GRT) families**

Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education

- **Children of Service Personnel**
  Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice
- **Missing children and runaways**
  Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education
- **Children and young people supervised by the Youth Justice System**
  Children who have offended or are at risk of doing so are also at risk of disengaging from education
- **Children who cease to attend a school**
  There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- **Children of new migrant families**
  Children of new migrant families may not have yet settled into a fixed address or may have arrived into the local area without the Local Authority becoming aware, therefore increasing the risk of the child missing education

RECOGNISING VULNERABILITIES TO EXTREMISM AND RADICALISATION

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

Extremism is defined by the Crown Prosecution Service as:

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

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

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

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

This list however is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

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

If there are suspicions regarding radicalisation or extremism, it is essential that schools take action without delay. If there are concerns that a child is at risk of radicalisation, or is voicing concerning opinions or attitudes, staff should contact the school lead (SPOC) for Prevent without delay. The school lead will then risk assess the information and make contact with and take advice from the appropriate agencies.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF WINDMILL HILL PRIMARY SCHOOL SINGLE POINT OF CONTACT (SPOC)

- Ensuring that school staff are aware of the role of the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- Raising awareness about the role and responsibilities of *Windmill Hill Primary School* in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Prevent / Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Cheshire Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

RECOGNISING HARMFUL PRACTICES (FEMALE GENITAL MUTILATION, FORCED MARRIAGE AND HONOUR BASED ABUSE)

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. There are 4 types of procedure:

- Type 1, Clitoridectomy - partial/total removal of clitoris
- Type 2, Excision - partial/total removal of clitoris and labia minora
- Type 3, Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4, all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out because there is a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- It preserves a girl's virginity
- Part of being a woman / rite of passage

- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement / perpetuates a custom or tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- It is mistakenly believed to make child birth easier

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the "at risk" communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistani, Indonesian and Pakistani)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be "cut" or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to stand, sit or walk. Looking uncomfortable when undertaking these activities
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infections
- Disclosure

Mandatory Reporting of FGM

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.

If there are suspicions regarding FGM, it is essential that schools take action **without delay**. If there are concerns that a child is at risk of, or is a victim of, FGM contact the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk

Forced Marriage (FM)

A Forced Marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Forced Marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological, for example, when someone is made to feel like they're bringing shame on their family. Financial abuse (taking the person's wages or not giving them any money) can also be a factor.

Often those about to be forced into marriage can't talk about what's happening to them because of the emotional pressure they are under from family. If there are suspicions regarding Forced Marriage following talking to the child, it is essential that school takes action without delay. (In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.) If there are concerns that a child is at risk of Forced Marriage school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151.

Honour Based Abuse (HBA)

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. The terms "honour crime" or "honour-based abuse" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

In disobeying this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBA can be a trigger for a Forced Marriage.

INDICATORS OF FM OR HBA

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

- Sudden announcement of engagement to a stranger
- Prevented from going on to further / higher education
- Accompanied to doctors or clinics by family members
- Self-harm / attempted suicide / depression / isolation
- Running away from home
- Eating disorders
- Substance misuse
- Siblings forced to marry / early marriage of siblings
- Self-harm or suicide of siblings
- Death of a parent
- Family disputes

If there are suspicions regarding Forced Marriage or Honour Based Violence following talking to the child, it is essential that school takes action **without delay**. In cases of Forced Marriage and Honour Based Abuse, involving the family and the community may increase the risk of significant harm to the child or young person. If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151 or in either case contact 999 if the situation is deemed to be an emergency.

Appendix 4

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

• content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

• contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

Appendix 5

Covid-19 Safeguarding Information

Safeguarding Guidance in response to Covid-19 Pandemic.

This amendment to the existing safeguarding policy was produced on 01.09.20 in response to the COVID-19 Pandemic.
School staff contact details :-

	Name	Contact details
Headteacher		
Designated Safeguarding Lead	Paula Newman	head.windmillhill@halton.gov.uk
Deputy Designated Safeguarding Lead	Darren Stoddart Andrea McCoy	Darren.Stoddart@windmillhill.halton.sch.uk Andrea.McCoy@windmillhill.halton.sch.uk

1. Background information

On Wednesday 18th March 2020 the Secretary of State announced that all schools would close in response to the COVID-19 Pandemic. Schools closed to all pupils on Friday 20th March 2020. Schools were to re-open on Monday 23rd March to provide care for specific groups of children which includes:

- Children of keyworkers
- Children who have a social worker
- Children who have an EHCP
- Children who are classed as vulnerable

The school setting was to continue to be a safe environment for children and basic safeguarding principles are to remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

As of September 2020, all children are expected to return to school and Education settings will return to being fully operational. The Government has provided guidance for schools to ensure the safety of all children on return to school.

The usual safeguarding procedures will apply as of September 2020 and all staff will follow the guidance set out in the school Safeguarding Policy and other documents such as Keeping Children Safe in Education, Working Together to Safeguard Children and Guidance for safer working practice for adults who work with children and young people in education settings.

The guidance within this addendum will come into effect under the following circumstances:

- the school is required to close to the majority of pupils due to a local or national lockdown;
- the school is required to close due to an outbreak of COVID-19 within the school
- a child is isolating due to exposure to COVID-19

The information contained within may be subject to change if new guidance is released by the Government. In the event that any changes are made, all staff will be informed of the changes and required to read the updated information to ensure that the safety of pupils remain the priority.

School will have access to a number of COVID-19 testing kits to provide to families if it is thought that a child is displaying symptoms of COVID-19

2. School Closure due to lockdown

The guidance sets out what schools must do in response to different "tiers" of lockdown. Much of the guidance relates to partial closing of secondary schools and it is clear that the DfE intends primary schools to remain open until the highest tier of risk is reached. Summary of Key Points for Primary and Special Schools.

1. There are four 'tiers' of action:

Tier 1
•All schools will remain open to all pupils but with a requirement that face coverings be worn in corridors and other communal areas of secondary schools where social distancing cannot take place.

Tier 2
•Primary, AP and special schools will remain open to all pupils
•Secondary schools will move to a rota model, combining "on-site provision with distance learning. They will continue to allow full-time attendance for vulnerable pupils and the children of key workers. The face coverings requirement will remain in place.

Tier 3
•Primary, AP and special schools will remain open to all pupils,
•Secondary schools will provide full-time on-site provision only to vulnerable pupils, the children of critical workers and selected year groups which will be identified by the DfE. All other pupils will stay at home and be provided with remote education. The face coverings requirement will remain in place.

Tier 4
•All mainstream schools will only allow full-time attendance to vulnerable pupils and the children of key workers, with all other pupils staying home and receiving remote education.
•AP and special schools will continue to allow full-time attendance of all pupils.
•The face coverings requirement will remain in place in secondary schools.

2. Guidance on shielding in local lockdowns.

•The DfE says that it is not planning to reintroduce formal shielding in a local lockdown.
•It is intending that clinically extremely vulnerable staff, children and young people should be able to attend school during local restrictions.
•If shielding is resumed within the local areas, clinically extremely vulnerable children will not be required to attend school.

Attendance monitoring
The school will record a Y code for all pupils on the school register for the period of the closure.

Registration for children in the event of school closure
The school will provide a daily register of pupils who should attend school and the children who actually do attend school. This register will be submitted to the Local Authority Virtual School by 10:00 am each day for morning registration. Any pupil who is expected to attend school but does not will receive a telephone call to establish the reason for absence.
The school will respond to the absence of a child with a social worker by contacting the social worker to alert them of the child's absence. If no contact can be made with a parent of a vulnerable child, a home visit will be considered. Where a home visit is to be made a risk assessment will be completed. Social distancing measures will be applied. The pupil will be viewed through a window if the family are self-isolating or at the front door. Any safeguarding concerns resulting from a home visit will be shared with the DSL who will forward this information to the child's social worker or will contact ICART.
A record of any contact with a social worker will be added to CPOMS. A record of any home visits will be added to CPOMS.

Safeguarding guidance
The school recognises that periods of local or national lockdown can be very difficult for staff, parents and children. The school will aim to provide support to all members of the school community. The school will provide information about support agencies through the school website and newsletters.

The wellbeing of staff, parents and children remain the priority of Windmill Hill Primary School. Our positive relationships will support the school community through the difficulties people experience during lockdown.

The Head teacher will ensure that where possible a member of the safeguarding team is available in school. The DSL and DDSL's will create a rota so that either one is available.

Where this is not possible due to illness, then one of the safeguarding team will be available through the telephone and a member of the senior leadership team will be on the school premises and be responsible for safeguarding. There will always be a member of staff who is responsible for safeguarding present on site.

The school will provide a folder containing the names of the pupils who are attending school. This file will be kept in a secure location and the DSL/senior member of staff in school will be aware of the location.

The folder will contain the contact details of family members and the name and contact details of social workers. Where there are current safeguarding concerns and a plan in place for the child relevant information will be provided for the member of staff (eg, if a parent is not to be in contact with the child).

The folder will include all relevant contact details for safeguarding such as ICART, LADO and the contact details for the social work teams.

Where there is a safeguarding concern during the school day, school staff should record their concern in accordance with the school procedures. Where CPOMS is not available contact should be made directly with the DSL/DDSL/Senior member of staff on site. If the DSL/DDSL is working remotely then telephone contact should be made to ensure that the concern has been received. The DSL/DDSL will respond to the concern and where necessary will make a referral to children's social care.

Where there is an immediate need for action and there is no DSL/DDSL/Senior member of staff available, any member of staff can contact ICART for advice. The number is displayed on the school safeguarding noticeboard. In the event that a member of staff contacts ICART a written report should be provided and shared with the DSL as soon as possible.

Should a concern arise regarding an adult who works with children the Head teacher should be informed directly. The Head teacher will monitor emails and can be contacted via telephone. Where the Head is not available then concerns should be directed to the Chair of Governors.

Should a concern arise about the Head teacher this should be reported to the Chair of Governors. The details are provided on the school safeguarding noticeboard.

Guidance relating to social distancing and hygiene in school will be followed by all staff, children and parents.

There will be a trained first aider on site at all times and a member of staff who has been trained in administering medicine.

Any child who presents symptoms of Coronavirus no longer be expected to attend school until the isolation period is completed. Parents will be contacted to collect the child from school. The school will maintain contact with the family through telephone calls

Children who are not attending school

The head teacher and DSL will be aware of children who are considered to be vulnerable but who have not met the threshold for social care involvement or has an EHC plan but is to remain at home. These families may require additional support during the period of school closure.

The DSL/DDSL will make weekly telephone calls to these families and record the content of the conversation on CPOMS. If it is felt that the concerns have escalated during the time of school closure then a home visit will be made (following a risk assessment).

The school will follow the school procedures and refer any safeguarding concerns to ICART.

The school is aware that there may be additional financial and emotional stresses in family homes during this time. The school will signpost parents to support through the school website and through telephone contact home.

Any concerns that become apparent will be referred following the school safeguarding procedures.

Where a concern is reported regarding peer on peer abuse, the concern will be managed in line with the guidance provided in Keeping Children Safe in Education part 5.

Where there is an ongoing concern for a child around contextual safeguarding, the DSL/DDSL will remain in contact with the family throughout the school closure.

The DSL/DDSL will, where possible, continue to contribute to multi-agency planning and support for families who have social care involvement. This may be through conference telephone calls or video calls.

3. School Closure due to an outbreak of COVID-19

School attendance

In the event of an outbreak of COVID-19 within school, specific bubbles of children will not be expected to attend school for a specific period of time.

For those children who are not required to attend school, the absence code will indicate that the child is not expected to attend school and no further action will be taken.

If children in a specific bubble are not required to attend school, all other children should attend school as usual.

The school will provide support for children to learn from home using the materials and resources provided by school.

Safeguarding guidance

Whole School Closure

In the event that there is a whole school is closed due to an outbreak of COVID-19, the Head teacher will ensure that the DSL and/or DDSL's are available through the telephone.

The DSL will contact the social workers of children who have social care involvement to inform them that the child will not be attending school.

The Head teacher will remain in contact with the safeguarding team and assess the need for contact with the families of vulnerable children. Where it is felt that the school should maintain contact with a particular family, telephone conference calls will be made and will include two members of staff (either DSL/DDSL or DSL/DSL and Head) and the family.

Should a safeguarding concern arise from the telephone call the DSL will follow the safeguarding procedures and make a referral to ICART.

In the event that there is an ongoing assessment for a particular child at the time of the school closing, the DSL/DDSL will contact ICART to alert them that school will be closing. The contact details of the DSL/DDSL will be provided in case ICART require further information.

<u>Bubble not required to attend school</u>
The Head teacher will ensure that a member of the safeguarding team is available onsite or via the telephone if this is not possible due to the DSL/DDSL isolating.

In the event that the DSL/DDSL is not in school, a member of the senior leadership team will be available as the safeguarding contact within school. This person will maintain contact with the DSL/DDSL throughout the day.

The name of the senior leader responsible for safeguarding in the absence of the DSL/DDS will be displayed in the staffroom on the Safeguarding Noticeboard so that all staff know who to contact with any safeguarding concerns.

The DSL will contact the social workers of children who have social care involvement to inform them that the child will not be attending school.

The school will provide a folder containing the names of the pupils who are vulnerable. This file will be kept in a secure location and the DSL/senior member of staff in school will be aware of the location.

The folder will contain the contact details of family members and the name and contact details of social workers. Where there are current safeguarding concerns and a plan in place for the child relevant information will be provided for the member of staff (eg, if a parent is not to be in contact with the child) who has responsibility for safeguarding should the DSL/DDSL be absent from school.

The folder will include all relevant contact details for safeguarding such as ICART, LADO and the contact details for the social work teams.

Where there is a safeguarding concern during the school day, school staff should record their concern in accordance with the school procedures. Where CPOMS is not available contact should be made directly with the DSL/DDSL/Senior member of staff on site. If the DSL/DDSL is working remotely then telephone contact should be made to ensure that the concern has been received. The DSL/DDSL will respond to the concern and where necessary will make a referral to children's social care.

Where there is an immediate need for action and there is no DSL/DDSL/Senior member of staff available, any member of staff can contact ICART for advice. The number is displayed on the school safeguarding noticeboard. In the event that a member of staff contacts ICART a written report should be provided and shared with the DSL as soon as possible.

Should a concern arise regarding an adult who works with children the Head teacher should be informed directly. If the Head Teacher is not able to be present in school and is working from home, the Head teacher will monitor emails and can be contacted via telephone. Where the Head is not available then concerns should be directed to the Chair of Governors. The contact details will be displayed on the staff Safeguarding Noticeboard.

Should a concern arise about the Head teacher this should be reported to the Chair of Governors. The details are provided on the school safeguarding noticeboard.

Children who are absent from school as part of the bubble will receive at the least, weekly welfare telephone calls from the safeguarding team/senior member of staff responsible for safeguarding in the absence of the DSL/DDSL.

Any concerns from the telephone calls will be discussed with the DSL/DDSL and referred to ICART where necessary.

4. Child in isolation due to exposure to COVID-19

Any child who has potentially been exposed to COVID-19 will be required to follow Government guidance and isolate for the required period of time. The correct attendance code will be entered into the register
Children who are isolating will be provided with home learning package of support.
The class teacher will maintain regular telephone contact with the family and any safeguarding concerns will be shared with the DSL/DDSL/senior member of staff following the school procedures will decide the action to take.
Any children who are vulnerable and are required to isolate will receive telephone contact and where necessary a socially distanced home visit from the DSL/DDSL.
The DSL will contact the social workers of children who have social care involvement to inform them that the child will not be attending school.

5. E-safety guidance

The school will continue to follow the guidance set out in Guidance for Safer Working Practice for Adults who work with children and young people in education settings. All staff have read this document and understand the content in relation to online safety.

All staff have read the Guidance for Safer Working Practice Addendum April 2020 which provides additional information in light of COVID-19.

Most staff have recently received training around online safety.

Children and parents have recently been provided with information relating to online safety.

Support for children who are attending school during a local or national lockdown

The school will continue to follow the guidance set out in the school E-Safety Policy.
Staff are aware that the use of mobile phones is not permitted in the presence of children.
Where a telephone contact is required, the school telephone will be used.
Staff understand that photographs will not be taken of children.
The school has appropriate filter and monitoring systems in place.

Support for children who are not attending school during a local or national lockdown, school closure or period of isolation

It is important that staff continue to monitor the safety of children when online. Any concerns will be shared on CPOMS. In the event of serious concerns children's social care and/or the police will be contacted to share concerns as per the school guidance.

Staff are aware of the procedures in place to ensure the safety of children online.

School will ensure that the use of CPOMS or any other sensitive data when off site and working remotely is in line with GDPR.

School staff should consider the following when contacting children online:

- No 1-1 discussions – group learning only.
- Staff will pre-record any lessons and live lessons will not take place. Recorded lessons will take place in an appropriate room and will consider appropriate attire.
- Staff will only use online platforms that have been agreed with the Head.
- Staff should provide a copy of the lesson to the Head or E-Safety co-ordinator along with the date and time that the lesson was shared and the duration of the lesson.

6. Safer recruitment guidance

All staff have been trained in Basic Safeguarding Awareness and have completed a safeguarding induction.

All staff have read Keeping Children Safe in Education (part 1 and Annex A), and Guidance for safer working practice for adults who work with children and young people in education settings (plus the April 2020 Addendum)

All staff are up to date with training requirements. Where the DSL/DDSL's training has expired they will still be covered by previous training. It is not expected that DSL/DDSL will complete training during this period but would need to update their training when school re-opens.

The school will continue to follow the schools safeguarding policy and national guidance relating to safer recruitment.

Where new staff are recruited or new volunteers are supporting the school, safeguarding inductions and documents will be provided to ensure that the school maintains the safety of children. Under no circumstances will a volunteer or person who has not been DBS checked be left unsupervised with a child or children.

Where the Local Authority deploy staff to cover staff shortages the school will request written confirmation that:-

- The person has been subject to an enhanced DBS and children's barred checklist
- There are no known concerns about the persons suitability to work with children
- There is no ongoing disciplinary investigation relating to the individual

On arrival the person will receive the schools safeguarding policy, national documentation, local processes in terms of safeguarding and the contact details of the DSL and other safeguarding members of staff
The single central record will be maintained during the period and will follow the correct protocol.

The school will continue to follow all aspects of safer recruitment during the period of school closure.

7. Specific Safeguarding Risks

All staff are aware that children are at risk from abuse when they are not in school and that the national lockdown had increased the risk of certain types of abuse. These risks may include but are not limited to:

- potential to become exploited criminally or sexually either online or in the community
- exposure to domestic abuse either in the family or in their own personal intimate relationships
- potential to become involved in peer on peer abuse either as a victim or perpetrator
- potential to be groomed online or in person
- exposure to sexual abuse within the family
- vulnerability to mental health issues
- exposure to drug and/or alcohol abuse
- hunger
- FGM
- Physical, emotional and/or neglect

All staff are committed to identifying and responding to any concerns regarding the wellbeing of children and will respond in line with the guidance set out in the safeguarding policy and within this document.

8. Health and Safety

All staff and pupils are aware of and follow the protocols for social distancing and personal hygiene.
Additional cleaning of rooms and equipment will take place.
A designated First Aider will be present on site at all times. This person will be trained in administering medication for those children who require prescribed medication during the school day.
If the person who would usually have responsibility in this area is absent, the name of the trained person who is responsible for administering first aid and medication for that day will be written on the staff Safeguarding Board each day.

Refer to the policy you have in place regarding schools health and safety policy and response to an outbreak of COVID – 19 e.g. school closure, testing kits, deep cleaning etc.

9. Mental Health

The initial period of national lockdown demonstrated a negative impact on the mental health of children, young people and adults.
All staff are aware of the link between mental health and abuse and understand that a child who has been abused often experiences mental health issues. A child with mental health issues can be more vulnerable to abuse.
Staff will report any concerns around Mental Health to the DSL so that appropriate support and action can be identified.

10. Bereavement

The school recognises that given the nature of the pandemic, members of the school community may experience bereavement. Support will be offered to families as and when required and the school will signpost to appropriate bereavement support organisations.

All staff, pupils and parents will be offered support as appropriate to explore the impact of the pandemic on return to school. This will follow specialist guidance.

11. Summary

It is recognised that at this time, things are changing on a day to day basis. The policy may need to be updated further due to changes in circumstances. This document will be reviewed as required.

The priority of the school remains the safety of the school community.

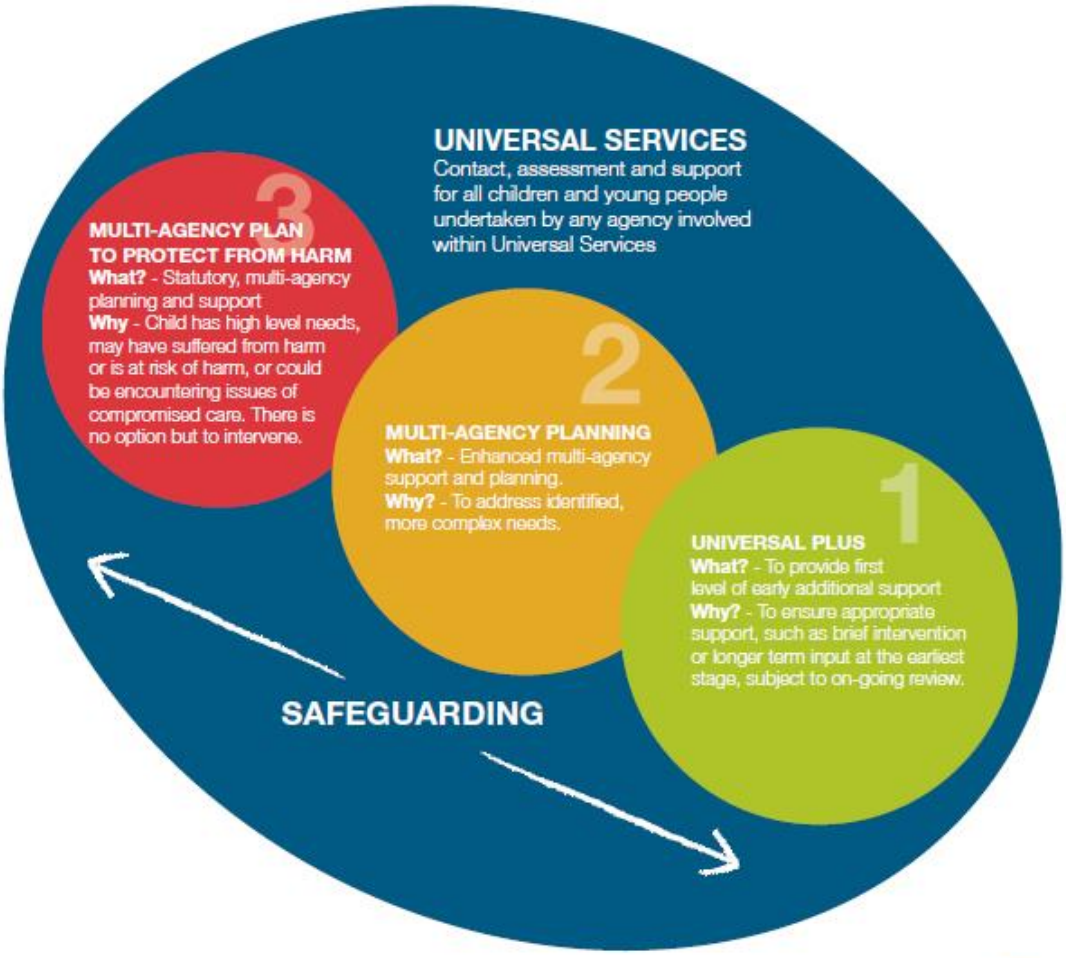
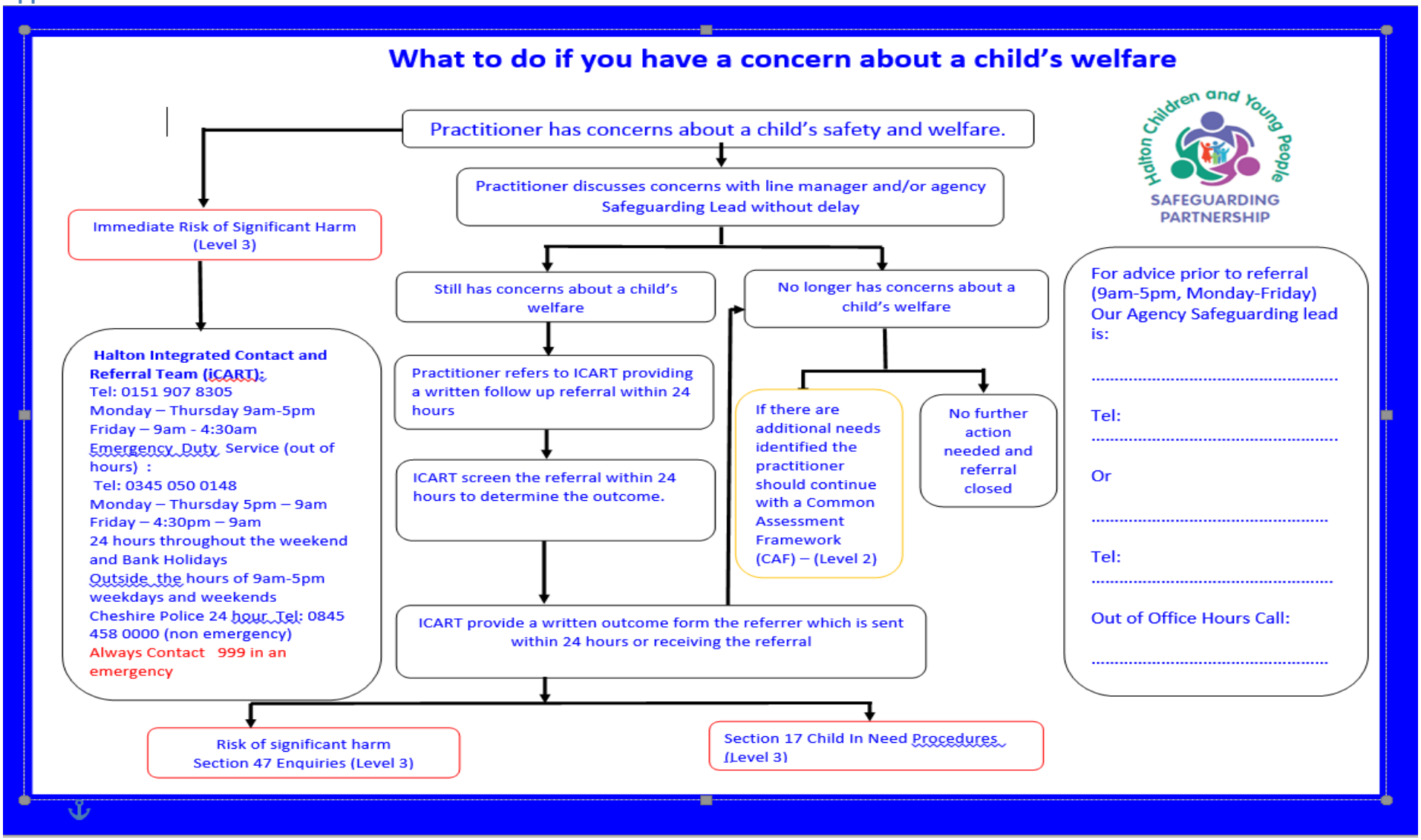
Jaime Carr – Safeguarding in Education (August 2020)

Appendix 6

HALTON LEVELS OF NEED FRAMEWORK

Halton Levels of Need Framework

The Halton Levels of Need Framework aims to support agencies to meet the needs of children, young people and their families to ensure the best possible outcomes. It aims to assist practitioners and managers in assessing and identifying a child's level of additional needs and how best to respond in order to meet those needs as early as possible to prevent needs escalating further.



Appendix 7 - **REFERRAL FLOWCHART**