

Safeguarding and Promoting Welfare Policy

Safeguarding Statement of Purpose

The Trustees formally agreed to adopt the 'Safeguarding Statement of Purpose' written by Cheshire West and Chester and approved by the Local Safeguarding Children Board on 21 April 2015. The agreed statement forms part of each school's Safeguarding and Child Protection Policy. The Statement of Purpose will be reviewed annually by the Trustees or more frequently as statutory changes or experience require.

Mission Statement

At Cheshire Academies Trust we challenge, promote and encourage the highest standards of safeguarding practice through review, audit and scrutiny to ensure better outcomes for Cheshire West and Chester's children and young people.

To achieve this we will adopt the following four principles:

- Child focussed
- Challenge to improve
- Working together in partnerships
- Inclusive and respectful

Child focussed

- Ensure the welfare of the child is paramount
- Putting the needs of the children first
- Enable children and young people and their families to actively participate in decisions about their lives
- Ensure children and young people are actively engaged in the recruitment of staff, in shaping services and in the ongoing review of service delivery

Challenge to improve

- Ensure all staff within each school adhere to the safeguarding standards and challenge when these standards are not being met
- Ensure all staff meet their statutory duties in accordance with national guidance and legislation and challenge when these duties are not being met
- Work with other schools within the Trust to make each school a centre of Excellence for Safeguarding
- Provided feedback on the quality of practice with children and families
- Share learning based on experiences, to ensure that practice and services are constantly improved
- Identify gaps in service and service standards which will be reported to the Inclusion and Participation Service.
- Help establish and aid an understanding of baselines from which we can measure the impact of services on each individual child or young person
- Provide constructive feedback and offer practical solutions to all

Working together in partnerships

- Through the Trust, ensure all partner agencies understand their roles and responsibilities in relation to safeguarding and promoting the welfare of children and young people.
- Share appropriate information with each other and all partner agencies to improve practice and outcomes for children and young people
- Encourage the active involvement of all agencies in the work we do
- Foster a collaborative ethos that cuts across professional boundaries
- Be innovative, willing to change, learn and be open to two way challenge

Inclusive and respectful

- Promote diversity, equality and anti discriminatory practice
- Challenging any discriminatory or inappropriate language or behaviour
- Treat all staff and agencies with respect

Safeguarding Children within Cheshire Academies Trust

At each school the Headteacher/Principals and Governors are responsible for ensuring that all children within the school are "safe to succeed". They will achieve this by assuring that all the staff are aware of and effectively discharge their safeguarding responsibilities by providing advice, support, challenge and training in respect of the school's safeguarding policy, procedure and practice.

In addition, Safeguarding is a set agenda item at all Governors meetings

Commitment

All staff & Governors within each school are totally committed to ensuring staff have access to continuous professional development, kept aware of current guidance and legislation and will keep abreast of any new legislation, guidance and messages from research in order to ensure they can deliver quality advice, consultancy and support to all.

Safeguarding and Promoting Welfare Commitment

Cheshire Academies Trust is strongly committed to Safeguarding and promoting the welfare of all our children in line with the duty placed on us. We undertake our role to enable children to have optimum life chances and to enter adulthood successfully by

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Working Together to Safeguard Children, March 2015

We believe that '**Safeguarding is Everybody's Business**'. We aim to work effectively in partnership with families and professional agencies to promote the welfare of our children as "no single professional can have a full picture of a child's needs and circumstances." **Keeping Children Safe in Education 2016**. We understand that the term 'Safeguarding' encompasses the whole wellbeing of a child and also recognise the importance of the preventative agenda. We understand that Child Protection is an important component of 'Safeguarding' and that we should, at all times, consider what is in the **best interest** of the child.

This policy reflects the policies of Cheshire West Safeguarding Children Board and is in line with **Working Together to Safeguard Children** (March 2015).

An appropriate member of each school's leadership team has been assigned to the role of designated safeguarding lead and deputy designated safeguarding person. They have received appropriate training and are supported in their role.

| | Designated safeguarding lead | Deputy designated safeguarding person |
|----------------|-------------------------------------|--|
| Boughton Heath | Steve Ellis (Principal) | Andrew Lucas (Vice Principal) |
| Kelsall | David Wearing (Principal) | Kate Doyle (Vice Principal) |
| Mill View | Ali Gibbons (Vice Principal) | Rob Ford (Principal) |

This policy should also be read in conjunction with the following policies:

- Behaviour and Discipline Policy
- Health and Safety Policy
- Anti-bullying Policy
- First Aid and Medicine Policy
- E-Safety Policy
- Intimate Care Policy
- Safer Recruitment Policy
- Attendance Policy
- Lost Child Policy
- Whistle Blowing Policy
- Use of Force by Staff to Control or Restrain Pupils Policy
- Equal Opportunities and Racial Equality Policy
- Curriculum Policy
- Dealing With Allegations of Abuse Against Staff Policy

Leadership and Management of Safeguarding

There are clear lines of leadership and management responsibilities in relation to safeguarding in place to ensure that when staff are dealing with child welfare concerns they are supported and have access to appropriate training and advice. Details of the designated safeguarding lead, deputy designated safeguarding person and designated safeguarding governor are shared annually with all stakeholders and clearly displayed in school e.g. entrance hall,

in classrooms and on the school website (*Appendix 1 and 2*). This information is shared with all visitors and helpers as they sign into school.

In the Autumn term of each academic year an audit of Safeguarding and an evaluation of safer school practice indicators is undertaken by the designated leaders (Section 175 Audit). A Safeguarding report is provided termly to the Governing Body.

Members of staff should refer to the Cheshire Academies Trust Whistle Blowing policy if they feel that they cannot report a concern within their school or that genuine concerns are not being addressed.

Training and Support

All Cheshire Academies Trust staff undergo endorsed Basic Awareness in Safeguarding training (Level 2) which is refreshed every 3 years, to ensure they understand and fulfil their safeguarding responsibilities effectively. Newly appointed staff undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement. Knowledge and skills are updated regularly via email and through staff meetings/briefings.

The designated safeguarding lead and deputy designated safeguarding person within each school attend multi-agency Level 3 training every 2 years. Knowledge and skills are updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments) at regular intervals to keep up with any developments relevant to their role.

In addition to safeguarding and child protection training, staff within each school receives regular safeguarding updates such as Professional Development Meetings to ensure their skills and knowledge are up to date. Updates are provided by the designated safeguarding lead and deputy designated safeguarding person within each school. At the start of each academic year, all staff must read Cheshire Academies Trust Safeguarding policy; Cheshire Academies Trust Staff Code of Conduct; **'Keeping Children Safe in Education'** (Part One) and **'What to do if you're worried a child is being abused.'**

All new staff and volunteers will receive a safeguarding induction upon starting to ensure they have an overview of the organisation and understand its purpose, values, services and structure; knowledge of the Safeguarding, Behaviour and Staff Code of Conduct policies; know that they must report any concerns immediately and to whom and understand confidentiality issues.

Identification and Reporting Welfare and Safeguarding Concerns

Cheshire Academies Trust has adopted the following identification and reporting of welfare and safeguarding concerns procedures.

- When a member of staff or a volunteer are concerned about a child's welfare (social & emotional; health; attendance/lateness; changes in family circumstances/lack of academic progress), receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is shared with the designated safeguarding lead or, in their absence, the deputy designated safeguarding person and documented via CPOMS (Child Protection and Online Monitoring System). Information shared and recorded should include: The date and time of the observation/disclosure; full information including verbatim accounts when possible of the incident including comments about the child's appearance, behaviour, emotional state, actions taken and discussions around the decision making process. Safeguarding concerns should be reported the same day.
- If physical abuse is suspected a 'skin map' will be used on CPOMS to record the site and extent of any injury that has been noticed.
- The information is shared via CPOMS through a structured procedure of linking incidents to relevant teachers who confirm they have read the information and been able to add actions as they see fit.
- If there are concerns that a child has additional, multiple and/or complex needs or is at risk of/suffering from significant harm then a discussion will take place between the designated safeguarding lead and other key safeguarding staff within the school to agree a course of action. These discussions will be supported through the use of Cheshire West and Chester Continuum of Need (*Appendix 3*), the Assessment Framework Triangle (*Appendix 3*) and the Multi-Agency Assessment Toolkit. Discussions will also consider whether referral to outside agencies e.g. i-ART is appropriate. Cheshire Academies Trust follows procedures endorsed by Cheshire West and Chester Local Safeguarding Children Board, which are

described in the flow-chart in *Appendix 4*. In the case of Safeguarding concerns, action should be taken within the same working day.

-
- Where abuse is suspected a referral will be made to Children's Social Care. Anyone can make a referral. In cases where a referral has not been made by the designated safeguarding lead, they should be informed as soon as possible that a referral has been made. A verbal referral will be supported by the completion of the agreed Children's Services referral form. The content of the referral will be discussed with parents/carers where this is appropriate. Advice may be sought from Children's Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse, fabricated illness, female genital mutilation (FGM) or forced marriage are suspected. Staff are aware that they must not discuss any issues with parents/carers unless they are told to do so by the designated teacher. Children's Social Care and the police are responsible for undertaking investigations and inappropriate actions by others may negate or contaminate evidence. Within Cheshire Academies Trust it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of individual schools. Throughout this process the designated safeguarding lead can seek advice from **Social Care (01606 275099)**
- Any referrals, further actions and discussions will also be formally recorded on the child's CPOMS record.

Disclosures

All members of staff, volunteers and governors with Cheshire Academies Trust must know how to respond to a child who discloses abuse, and they must be familiar with procedures to be followed.

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions. Use TED – **T**ell me about that, **E**xplain that to me, **D**escribe that...
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Respect the child's personal space. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. The child may interpret it that they have done something wrong.
- Tell the child what will happen next.
- Report verbally to the designated safeguarding lead or, in their absence, the deputy designated safeguarding person.
- Write up your conversation as soon as possible on CPOMS
- Seek support if you feel distressed.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral.

Record Keeping and Monitoring

Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998 to ensure that information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Principal. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Timely and accurate records are made when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, is recorded on CPOMS to ensure an accurate chronology is kept. Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect or civil actions.

All records are kept on CPOMS and this is linked to a Police level encryption fob which only teaching staff have. These are individually coded. The designated and deputy safeguarding persons have access to all the records. Paper records prior to the implementation of CPOMS are securely stored. When necessary they may be shared with other relevant members of staff. However they must always be read in school and returned to the secure storage. Any electronic safeguarding records are kept on a confidential server accessed only by the designated leads. When a child leaves, their Child Protection records are sent to the safeguarding lead of the receiving school separately from the child's other school records. Records are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received we would retain the file indefinitely. CPOMS records can be transferred electronically.

Where the new school is not known, the Educational Welfare Service at Cheshire West and Chester will be informed so that the child can be included on the data base for missing pupils and action taken to ascertain the safety and wellbeing of the child and that the child is receiving their right to education.

Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil. Where there is a Child Protection concern it will be passed immediately to the designated safeguarding lead or, in their absence, the deputy designated safeguarding person who will consider the most appropriate response, consulting with relevant partners if appropriate. The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child.

The Principal or designated safeguarding lead will disclose personal information about a child, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Support for Pupils

"Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children." **Keeping Children Safe in Education (2016)**

Cheshire Academies Trust believes that it has an important role in militating against the harm that children can experience because of exposure to forms of abuse. All staff within the trust are aware that abuse, neglect and other safeguarding issues are seldom standalone events that can be defined with one definition. In most cases, multiple issues will overlap.

Cheshire Academies Trust staff are aware of wider and more specific safeguarding issues and that some children may be at increased risk of neglect and/or abuse. All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse including bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

We are committed to working with other agencies to support our children and understand the importance of inter-agency working to promote welfare of the child and protect them from harm.

Early Help

"All schools and colleges should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life..." **Keeping Children Safe in Education 2016.**

All Cheshire Academies Trust staff need to be aware of their responsibility to raise any concerns they have about a child as early as possible in order to prevent the situation worsening. This may present as a change in a child's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. Where this concern does not identify a safeguarding issue but could lead to more serious concerns if left, staff will follow the procedures set out in the Team around the Family (TAF) guidance to fulfil their duties at level 2 and 3 on the Continuum of Need. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to the Integrated Access and Referral Team (**i-ART**) should be made.

Child who may be particularly vulnerable

Some children may be at increased risk of neglect and/or abuse. We will give special consideration and attention to children who are:

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

Children in the care of the Local Authority

Cheshire Academies Trust understands that "*The most common reason for children becoming looked after is as a result of abuse and/or neglect.*" **Keeping Children Safe in Education (2016)** Each school within the Trust has a designated teacher for children who are looked after who has received appropriate training. They attend and contribute to PEP (Personal Education Plan) meetings and Care Planning Review meetings and work with Social Workers, carers and families to ensure children's needs are understood and met.

Schools also work with the Virtual School to ensure that a child's needs are identified and decide how funding can be best used to improve progress.

Young Carers

A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability. Many young carers may experience:

- Social isolation
- A low level of school attendance
- Some educational difficulties
- Impaired development of their identity and potential
- Low self-esteem
- Emotional and physical neglect
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered using the Team around the Family process.

Child sexual exploitation

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

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education.

If a member of staff becomes aware or concerned that a child is being sexually exploited, or is at risk of being sexually exploited, they should complete the Pan Cheshire CSE Screening Tool and discuss their concerns with the designated safeguarding lead or, in their absence, the deputy designated safeguarding person. The screening tool should then be sent to i-ART.

Sexting (Youth Produced Sexual Imagery)

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. On this basis current advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues current advice addresses.

Youth produced sexual imagery best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Imagery' covers both still photos and moving videos

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

Female genital mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

There is a range of potential indicators that a child or young person may be at risk of FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

All staff are expected to be aware of the signs that a girl could be at risk of FGM. These might include:

- families making preparations for the girl to take perhaps an extended holiday, including arranging vaccinations
- a girl talking about a special procedure or ceremony that is going to take place
- prolonged absence from school with noticeable behaviour change on return
- possible bladder or menstrual problems
- younger girls finding it difficult to sit still, looking uncomfortable, complaining about pain between their legs, or talking of something somebody did to them that they are not allowed to talk about.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The teacher should still consider and discuss any concerns with the designated safeguarding lead or, in their absence, the deputy designated safeguarding person, and involve Children's Social Care as appropriate.

Preventing radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is defined by HM Government as '*Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas*'. 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.

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. This exploitation and radicalisation is viewed by the trust as a safeguarding concern.

Cheshire Academies Trust 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. We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and respect beliefs different to their own. Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

Governors, the Principal and the designated safeguarding lead within each school will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. This risk assessment will be reviewed as part of the annual Section 175 return that is monitored by the local authority and the local safeguarding children board.

Our schools, like all others, are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for each school is the Principal. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC. **The responsibilities of the SPOC are described in Appendix 6.**

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

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent. Duress cannot be justified on religious or cultural grounds. Young people at risk of forced marriage might have their freedom unreasonably restricted or are 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad. Professionals involved should bear in mind that children living within a forced marriage, or under threat of one, may face significant harm if their families become aware that they have sought assistance from outside the family.

Honour-based violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff will speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Child Trafficking

Child trafficking is child abuse and involves children being recruited, transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity

Signs that a child has been trafficked could include a child that:

- rarely leaves their house and may spend a lot of time doing household chores
- is orphaned or living apart from their family, often in unregulated private foster care
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- possesses unaccounted for money or goods
- has injuries
- gives a prepared story which is very similar to stories given by other children.

Peer on Peer Abuse

Cheshire Academies Trust recognises that children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

There are many forms of abuse that may occur between peers and this list is not exhaustive. They include:

Physical Abuse

Sexually harmful behaviour/Sexual Abuse

Bullying (physical, name calling, homophobic etc.)

Cyber bullying

Sexting

Initiation/Hazing

Prejudiced Behaviour*

*Refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Keeping Children Safe in Education (2016) states that '*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.*'

Any peer on peer allegation will be referred to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Lead immediately using the child protection procedures outlined in this policy. Where a concern regarding peer on peer abuse has been disclosed, advice and guidance may be sought from external agencies such as Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected. The victim and perpetrator will be provided with support.

Through an ongoing PHSE and Sex and Relationships Education curriculum that tackles issues such as prejudiced behaviour and appropriate and healthy relationships, pupils of Cheshire Academies Trust are given an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. In addition, school council and pupil voice encourage a positive ethos in school where all pupils understand the boundaries of behaviour before it becomes abusive.

Children with sexually harmful behaviour

The management of children displaying sexually harmful behaviour is complex and the schools within Cheshire Academies Trust will work with other agencies to maintain the safety of the whole school community. Staff will use the Harmful Sexual Behaviours Tool (within the Multi-Agency Assessment Toolkit) to identify, assess and respond appropriately to sexual behaviours. Children who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Lead as soon as possible.

Missing Children

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Cheshire West and Chester procedures including the Pan Cheshire Missing From Home Protocol.

Safer Recruitment and Retention

Cheshire Academies Trust is committed to the vetting and safer recruitment practices outlined in **Keeping Children Safe in Education – Statutory guidance for schools and colleges (September 2016)**. We

ensure that all appointments in our trust are made by a panel which comprises of at least one person who has completed the Safer Recruitment training.

Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking prohibition to teach, Disclosure and Barring checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- an enhanced DBS Check is obtained for **all** new appointments where an individual will 'regularly' have contact with our pupils, which will include a barred list/prohibition from teaching check for all new teaching staff.
- the Trust is committed to keeping an up to date single central record in each school detailing a range of checks carried out on our staff
- all new appointments to Cheshire Academies Trust who have lived outside the UK will be subject to additional checks as appropriate
- Cheshire Academies Trust ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to the Trust workforce before the appointment is made.

All new staff are inducted into safeguarding practices. Newly qualified teachers are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

Volunteers are not required to have a DBS check if the activity they are supporting with does not involve the supervision or being alone with a child(ren). For extended contact with children e.g. when children may be left alone with an adult or when an adult visitor may be in and around the school building an enhanced DBS check will be requested. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

We will ensure all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the school.

Managing Allegations Against Adults

All staff within Cheshire Academies Trust are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or Governor to the Principal (*Appendix 4*). A copy of the Whistleblowing Policy is on the staff notice board. If the concerns are about the Principal the matter is reported to the Chair of Governors.

When an allegation has been made against a member of staff the Principal will consider whether the allegation suggests that the individual has:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved in a way that indicates that s/he is unsuitable to work with children

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

- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record

- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Principal may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Principal will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to i-ART and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Principal will inform the Chair of Governors of any allegation.

Disqualification under the Childcare Act 2006

Staff working with Reception and Year 1 pupils or in before and after school clubs attended by children under eight years of age are required to confirm that they are not disqualified from working in those settings. Staff are made aware of the relevant legislation and must advise the Principal if they are concerned that they may be disqualified.(Appendix 7)

Safeguarding Our Children on Site

Cheshire Academies Trust has adopted systems to ensure that the school site is secure during the school day.

- The school gates are locked once the school day has begun by the Site Maintenance Officer and re-opened at home time to allow parents access to collect their children
- Any late arrivals have to report to the main school office and sign in
- All exit doors are kept closed
- Visitors must only enter through the main entrance and sign in. All visitors must wear a school badge at all times
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children are never allowed to leave school alone during school hours, and if collected by an adult, must be signed out at the school office

Photographing Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Cheshire Academies Trust acknowledges, however, that some people abuse children through taking, using or circulating images.

Staff and Volunteers

- Parental consent will be sought annually and permissions noted.
- Staff and volunteers must seek the authorisation of the Principal prior to taking photographs/ videos of children and must only use school equipment unless given specific authorisation by the Principal.
- The use of cameras on mobile phones is forbidden
- Only the pupil's first name will be used with an image
- It will be ensured that pupils are appropriately dressed before images are taken
- Pupils are encouraged to tell us if they are worried or unsure about any photographs that are taken of them.

Parents or Members of the Public

We understand that parents like to take photos or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people, including staff, to photograph or film pupils during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent.

The Trust cannot, however, be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

Private Fostering

Cheshire West and Chester Council define Private fostering as: "*..where an adult, usually a parent, arranges for a child aged under 16 (or 18 where the child has disabilities) to be cared for by someone other than a close relative for more than 28 days, or for regular shorter periods.*" The law defines a 'close relative' as grandparents, brothers, sisters, uncles, aunts or step-parents who are married or in a civil partnership. It does not apply where the child is placed by the Council, voluntary organisations, or as a result of certain Court Orders.

If school becomes aware that a child has been privately fostered then it will refer to Cheshire West and Chester guidelines.

Glossary of Terms*

| Term | Meaning |
|---|--|
| 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 (e.g. via the internet). They may be abused by an adult or adults, or another child or children. |
| Child | Anyone who has not reached their 18 th birthday |
| Child Protection | This forms part of safeguarding and promoting welfare and refers to the activity that is undertaken to protect specific children who are suffering or are likely to suffer, significant harm. |
| Social care | The work of the local authorities exercising their social services functions regard to children |
| Safeguarding and promoting the welfare of children | Defined as: <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best life chances |
| Wellbeing | Sec 10 of the Children Act 2004 requires local authorities and other specified agencies to cooperate with a view to improving the outcomes first set out in Every Child Matters |

* Working Together to Safeguard Children, March 2015

Appendix 1

Designated Safeguarding Leaders and Managers

*Insert photographs of designated lead and deputy

'Safeguarding is
Everybody's Business'

The designated teacher for all
safeguarding and child protection issues is
Name (Role in School). In their absence
Name (Role in School) is the designated
teacher.

The designated Governor is
Name

Appendix 2

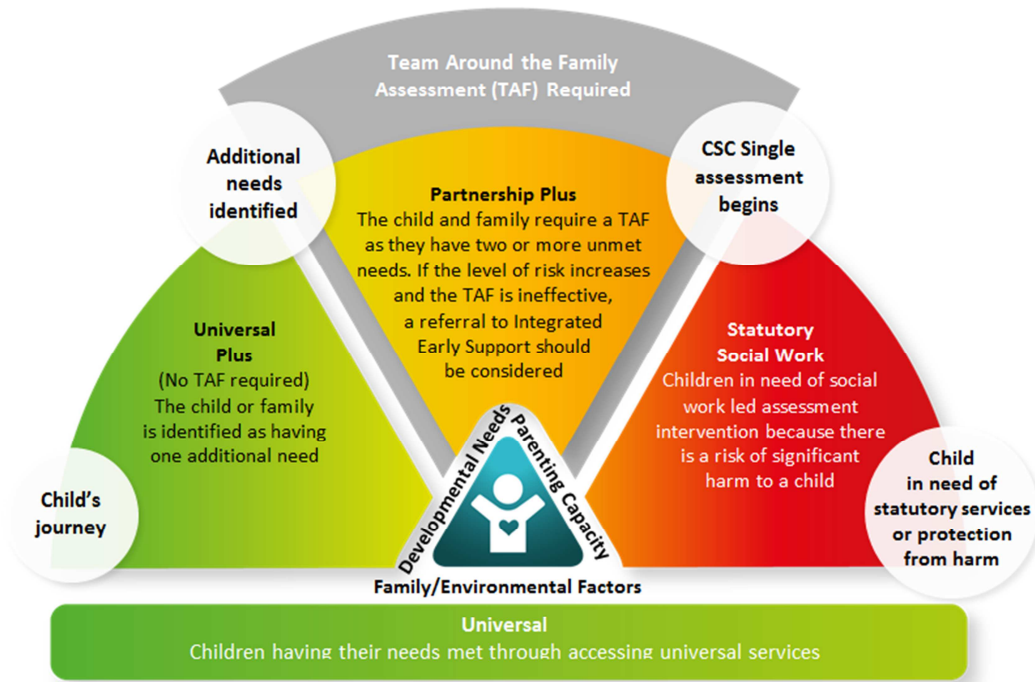
GUIDELINES FOR CHILD PROTECTION

All staff will adhere to Cheshire West and Chester child protection procedures. These procedures state the advice to be followed by each agency when a child is thought to be suffering or likely to suffer significant harm.

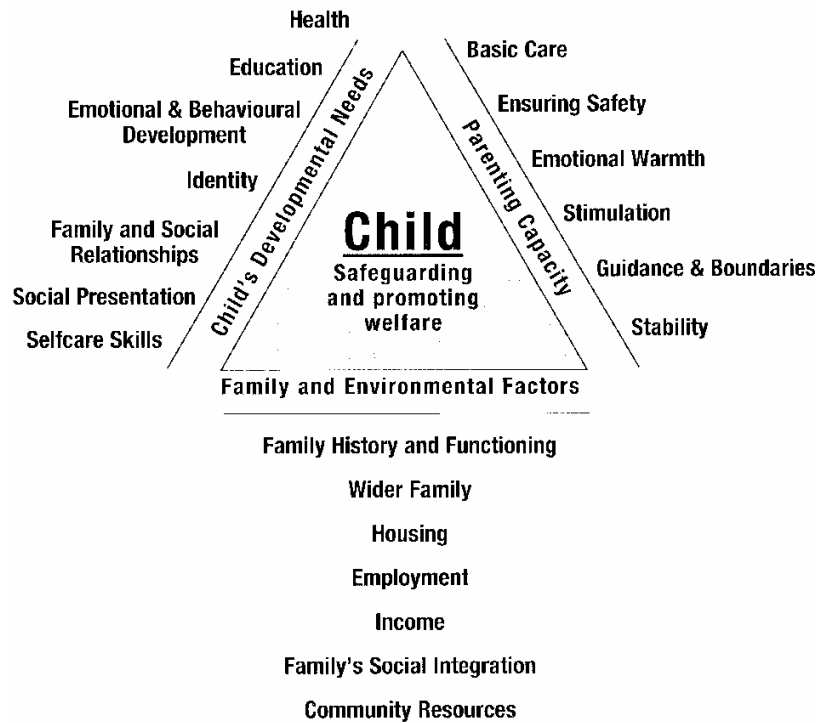
PROCEDURE

- All suspected **physical non-accidental injury, emotional abuse, sexual abuse and neglect** must be reported without delay to the named Child Protection Officer (Ai Gibbons, Vice Principal) or in their absence the named Deputy Child Protection Teacher (Rob Ford, Principal). Any action taken to protect a child from harm must be taken on the same day. Always record in writing on CPOMS (Child Protection Online Management System).
<https://boughtonheath.cpoms.net/login>
<https://millview.cpoms.net/login>
<https://kelsall.cpoms.net/login>
- In the case of a **verbal complaint** made by a child
 - a. wherever possible seek the aid of an adult witness
 - b. write down the conversation in script form i.e. "child said.....adult said"
 - c. apply non-leading questioning techniques ('Tell me about that', 'Explain that to me', 'Describe that')
 - d. keep the report factual
 - e. date and sign the report
 - f. obtain signature of witness if present
 - g. report to the named Child Protection Officer (Ali Gibbons, Vice Principal)
 - h. in their absence report to the named Deputy Child Protection Teacher (Rob Ford, Principal).
- No records must be kept on personal laptops. There is a secure safeguarding folder on the server – accessed only by the safeguarding managers in school.

Appendix 3



Assessment Framework Triangle



Appendix 4

I have concerns about a child's welfare

I will write brief factual notes of my concerns on CPOMS and notify the designated safeguarding lead or, in their absence, the deputy designated safeguarding person.

The designated safeguarding lead will decide who is the most appropriate person to speak to the child and carers as appropriate*

I have Safeguarding concerns

The designated safeguarding lead should make a referral to LA Children's Social Care by phone
Tel: **0300 123 7047**

(Mon – Thurs 8.30am – 5pm / Fri 8.30am – 4.30pm
Emergency Duty Team 01244 977277 (evenings / weekends)

A TAF (Team Around the Family) offers a basis for early referral and information sharing between organisations. Staff need to be aware if one has already taken place

The referral must be followed up in writing within 24 hours using the agreed LA proforma

Social Worker and manager acknowledge receipt and decide on the next course of action within one working day. School staff should contact Social Care if they are unsure of actions being undertaken by Social Care

School staff should continue to support the child and attend multi-agency meetings as appropriate

Safeguarding Leads should ensure that all recording is securely stored for 6 years past the child's 18 birthday
If the child moves to another setting the Child Protection file will be handed to the designated safeguarding lead at the new setting, making sure that the Child Protection file is transferred separately from the main pupil file.

I no longer have Safeguarding concerns

No further Child Protection Action but the school may act to ensure child and family appropriately supported including undertaking a TAF

Designated safeguarding lead to ensure recording is securely stored on CPOMS

I have concerns that a member of staff (including volunteers) has behaved in an inappropriate way that has harmed or may have harmed a child

Allegations should be reported immediately to the Principal or the Chair of Governors if the Principal is the subject of concern and the situation assessed

If there are still concerns the LA personnel must be contacted to provide advice, support and to investigate the concerns tel: 01244 973400 and may advise a referral to the Safeguarding Unit

* assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them... if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.
Working Together To Safeguard Children March 2015

Appendix 5

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. 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.
4. 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.
5. 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.
6. 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.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 6

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The Single Point of Contact within each school is the Principal. They are responsible for:

- Ensuring that staff of the school are aware that they are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/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 school in relation to protecting students/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 students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It 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.

Appendix 7

Cheshire Academies Trust takes actions to ensure against knowingly employing a person who is disqualified under the 2009 regulations in connection with relevant childcare provision and follows the guidance set out in **Disqualification under the Childcare Act 2006: Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools** (February 2015).

The Trust is responsible for ensuring that anyone who falls within the relevant categories of staff is made aware of the legislation, including that they may be disqualified "by association" if they live in the same household as a disqualified person or in a household in which a disqualified person is employed. Staff are covered by this legislation if they:

- Provide any care for a child up to and including Reception and Year 1. This includes education in Reception and Year 1 and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours.
- Volunteer in school on a 'regular basis'
- Provide childcare outside of school hours for children who are above reception age but who have not attained the age of 8.
- Are involved in the management of above provision.

Staff providing any of the above provision would become disqualified by having:

- been cautioned or convicted of certain violent or sexual offences
- had children taken into care
- had registration relating to childcare refused or cancelled.

Appendix 8 - Essential contacts

| | Contact Details |
|---|--|
| Designated Senior Lead | Kelsall – David Wearing Boughton Heath - Steven Ellis Mill View – Ali Gibbons |
| Principal | Kelsall – David Wearing Boughton Heath - Steven Ellis Mill View – Rob Ford |
| Nominated Governor for Safeguarding | Kelsall – Carol Owens Boughton Heath - Sally Levi Mill View – Joanne Wraige |
| Chair of Governors | Kelsall – Nick Ankers Boughton Heath – Joanne Lucy Mill View – Maura Connolly |
| Deputy Designated Person | Kelsall – Kate Doyle Boughton Heath – Andrew Lucas Mill View – Rob Ford |
| Local Authority Designated Officer | Katherine Appleton 0151 33 74570 |
| Local Authority Safeguarding Children in Education Manager | Jeanette Cain 01244 976778 Children’s Safeguarding and Quality Assurance Unit 4 th Floor, Civic Way, Ellesmere Port, CH65 0BE |
| Local Authority Safeguarding Children in Education Officer | Kerry Gray 0151 356 6549 |
| Legal Services Helpline | Eleanor Drabble 01613008023 (Browne Jacobson) |
| Human Resources | Eleanor Drabble 01613008023(Browne Jacobson) |
| Children’s Social Care Integrated Access and Referral Team (i-ART) 8.30-5pm Mon-Thurs 8.30-4.30 Fri | 0300 123 7047 http://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/report-a-concern-about-a-child/making-a-referral.aspx |
| Emergency Duty Team (Out of hours) 4.30pm-8am Mon-Thurs From 4pm Friday 24hours weekends and bank holidays | 01244 977 277 |
| TAF Co Ordinator | Kelsall – Laura Robinson Boughton Heath – Steven Ellis Mill View – Ali Gibbons |
| TAF Champion | Susanne McCarthy (Boughton Heath) |
| Local Safeguarding Children’s Board | www.cheshirewestlscb.org.uk 0151 356 6494 |
| 5-19 Health and Wellbeing Service | 01244 682991 |
| CAMHS (0-16 Service) | 01244 393200 |
| Cheshire Police | 0845 458 0000 or 101 for non-emergencies 999 in case of emergency |
| Safer Schools Officer | Elizabeth.Stanton@cheshire.pnn.police.uk 01606 364565 |

