



BEECHWOOD
Primary School

SAFEGUARDING & CHILD PROTECTION POLICY

SEPTEMBER 2021

Approved by: **Leadership & Management Committee** Date:

Last reviewed on: **September 2021**

Next review due by: **September 2022**

SAFEGUARDING & CHILD PROTECTION POLICY

At Beechwood School, the named personnel with designated responsibility for Safeguarding and Child Protection are:

Designated Safeguarding Lead	Mrs. Sara Harper
Deputy Designated Safeguarding Leads	Miss Sam Hart
Safeguarding Governor	Mrs. Jo Stubbs

The named personnel with designated responsibility regarding allegations against staff working in the school are:

Designated Senior Manager	Mrs. Sara Harper
Chair of Governors	Mr. John Cargill
Designated Teachers for Cared for Children	Mrs. Sara Harper Miss Rachel Geary
Mental Health Lead	Mrs Louise Hargreaves

1. Rationale:

Safeguarding and Promoting Welfare

"Safeguarding" is a term encompassing the protection of both children and adults. This policy sets out to ensure that rigorous procedures and guidelines are agreed and understood by all staff working at Beechwood Primary School. All staff are wholly committed to ensuring that all members of the school community are fully safeguarded at all times and recognise that the welfare of children is everyone's responsibility. This policy demonstrates Beechwood's commitment and compliance with safeguarding legislation.

2. Definition and Introduction:

At Beechwood, we recognise the responsibility we have to safeguard children, staff and parents.

"Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes."

Working Together to Safeguard Children DfE 2018

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering or are likely to suffer significant harm.

Beechwood Primary School recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for pupils at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously.

At Beechwood we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board in our school approve the S175/157 return to the Cheshire East Safeguarding Children's Partnership (CESCP) on a yearly basis.

This policy demonstrates the school's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- Cheshire East Safeguarding Children's Partnership (CESCP) procedures
- Working Together to Safeguard Children 2018
- Keeping Children Safe In Education 2021
- Statutory Framework for the Early Years Foundation Stage, 2021
- What to do if you are worried a child is being abused, 2015
- Guidance for Safer Working Practice for Staff Working in Educational Settings, October 2019
- Preventing and Tackling Bullying DFE, July 2017
- E-Safety Policy
- Social Media Policy
- Whistleblowing Policy
- School Induction Handbook and Code of Conduct
- Relationship Education Policy
- Sex Education Policy

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners in this school make sure their approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and consult with Children's Services (in Cheshire East or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the school; we maintain an attitude of '**it could happen here**' where safeguarding is concerned.

In our school we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection;
- All staff act on concerns or disclosures that may suggest a child is at risk of harm;
- Pupils and staff involved in Safeguarding issues receive appropriate support;
- Staff adhere to a Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting;
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place;
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another;

- All staff understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.

This policy is available on our school website and printed copies of this document are available to parents upon request. We inform parents and carers about this policy when their children join our school.

The policy is provided to all staff (including temporary staff and volunteers) at induction; alongside our Staff Induction Handbook and Code of Conduct.

In addition, all staff are instructed to read Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2021) and are required to sign to indicate that they have read and understood it. Additional copies are kept in the staffroom. The Designated Lead and Deputy Designated Leads are able to support all staff in understanding their responsibilities and implementing it in their practice.

3. Aims:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.
- To raise awareness of all staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- To promote safe practice and encourage challenge for poor and unsafe practice.
- To promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children, especially with Children's Social Services and the Police.
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children.
- To ensure that staff understand their responsibility to support pupils who have suffered abuse in accordance with their agreed plan e.g. Child in Need/Child Protection Plan.

4. Scope of the Policy:

This policy applies to all members of the school community (including staff, pupils, volunteers, governors, parents/carers, visitors, supply teachers, agency staff and students, or anyone working on behalf of Beechwood Primary School).

This policy is consistent with Cheshire East Safeguarding Children's Partnership (CESCP) child protection procedures.

5. Definitions and Term of Use:

Child Protection: refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children: refers to the process of protecting children from maltreatment, preventing the impairment of children's mental and physical 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.

Early Help: means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

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. 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.

Staff: refers to all those working for or on behalf of the school or education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.

Child: refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however the policy will extend to visiting children from other establishments.

Parent: refers to birth parents and other adults who are in a parenting role e.g. carers, step-parents, foster parents, and adoptive parents.

6. Prevention:

Children feel secure in a safe environment in which they can learn and develop.

We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available;
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure;
- 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;
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum;
- Appropriate filters and monitoring systems are in place that do not allow 'overblocking' which could lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding;
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the headteacher (Designated Safeguarding Lead) and/or Deputy Designated Safeguarding Leads and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children;
- Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed;

- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum;
- Support and planning for children in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach;
- We comply with 'Working Together to Safeguard Children' 2018 and support the Cheshire East Safeguarding Children's Partnership (CESCP) Timely Support for Children and Families in Cheshire East, this document supports professionals to access the **right help and support** for children and their families at the **right time**
- We systematically monitor pupil welfare, keeping accurate electronic records on the CPOMS system, speaking to parents and notifying appropriate agencies when necessary;
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs;
- The voice of the child is paramount and our pupils are actively involved in safeguarding development. There is an established safeguarding council which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays;
- We consult with, listen and respond to pupils; our school's arrangements for this are regular discussions fed back to the safeguarding council;
- We use research evidence to inform our prevention work.

7. Early Help:

Staff may be required to support other agencies and will therefore share information including contact details if this is deemed to be in the best interest of the child. All staff understand the Cheshire East Safeguarding Children's Partnership (CESCP) and Child Protection procedures to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school, staff are aware that they must be prepared to identify those children who may benefit from early help.

The staff are 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);
- **has a mental health need;**
- 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 **and county lines**;
- 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;
- **has a family member in prison or is affected by parental offending;**
- 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 at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;**
- is a privately fostered child;
- **is persistently absent from education, including persistent absences for part of the school day.**

If there are concerns about a child's welfare that do not meet the thresholds of child abuse, the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where domestic abuse is identified. Operation Encompass emails are logged on CPOMS and the appropriate follow up action identified and delivered by the Operation Encompass Champion: Miss Sam Hart.

If a member of staff has concerns about a child, a conversation with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) is had to agree a course of action will be conducted. However, any staff member can make a referral to children's social care, consult with Cheshire East Consultation Service (ChECS) and/or contact the police.

Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by Cheshire East's Safeguarding Children Partnership. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead (DSL). If early help is appropriate the DSL will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and practitioners in an early help assessment; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment.

Where early help and/or other support is appropriate, we ensure that the situation for the child is kept under constant review. If the child's situation doesn't appear to be improving, we take appropriate action.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty. Children who have been identified as having particular attachment difficulties are assigned a 'listening mentor' who they meet with on a regular basis.

8. Early Help, Child in Need and Child Protection

In our school we ensure that we follow Cheshire East's Multi-agency Practice Standards [CE multi-agency practice standards 2016](#) to ensure that our work, on behalf of our children, is of a

consistently good standard. We use these standards to challenge other workers on behalf of children where the standards are not being met.

9. Referral, Recording and Reporting:

Our recording procedures are in line with those outlined in **Cheshire East's "Recording and Reporting Guidance" 2021**; the Designated Safeguarding Lead and Deputy Lead are aware of this document. Where a member of staff is concerned about a child, it should be reported to the DSL or DDSL without delay. An electronic 'record of concern/incident' should be made on CPOMS as soon as possible following the disclosure/concern being raised; this must be on the same working day. The DSL/DDSL should be alerted both electronically and verbally.

See Appendices 1 and 6 for details of what needs to be included in a record of concern/incident and how a disclosure is managed.

Where staff have conversations with a child who discloses abuse they follow the basic principles:

- listen rather than directly question, remain calm;
- never stop a child who is recalling significant events;
- never ask a child if they are being abused;
- make a record of discussion to include time, place, persons present and what was said (child language - do not substitute words);
- advise you will have to pass the information on;
- avoid coaching/prompting;
- never take photographs of any injury;
- never undress a child to physically examine them;
- allow time and provide a safe, quiet area for future support meetings;
- at no time promise confidentiality to a child or adult;
- **all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe;**
- **where abuse has occurred online or outside of the school or college it will not be downplayed and will be treated equally seriously.**

Staff are aware that they should not question the child; other than to respond with TED and will observe and listen, but not probe or ask any leading questions.

Tell me what you mean by that,

Explain what you mean by that,

Describe that.

The DSL/DDSL will obtain all relevant information and agree relevant actions after making a timely assessment of the information.

We recognise that parents may hold key information about incidents/allegations therefore, **in the majority of situations; the Designated Safeguarding Lead or Deputy Leads will speak to the parents and gain their consent** to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

The following situations are the instances in which parental consent would not be gained prior to a referral:

- Discussion would impede a police investigation or social work enquiry;
- Sexual abuse is suspected;
- Organised or multiple abuse is suspected;

- Fabrication of an illness is suspected;
- Female Genital Mutilation (FGM) is suspected;
- Forced marriage is suspected;
- Honour Based Abuse is suspected;
- Extremism or radicalisation is suspected;
- County Lines activities are suspected.

Staff are also aware that, even in situations where the parent does not give consent, the best interests of the child are paramount and, therefore, they would share their concerns. In addition, the referral will not be delayed if it has not been possible to contact the parents/carers.

A consultation will take place with Cheshire East Consultation Service (ChECS) and/or the police immediately. Where a child lives in a different authority the Designated Lead follows the procedures for that authority.

Where possible we ensure that contacts with outside agencies are through the Designated Safeguarding Lead or their Deputy; however, staff are aware that anyone can make this contact. Where a member of staff makes contact they ensure that they make the Designated Safeguarding Lead aware as soon as possible.

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police".

Safeguarding Records are held electronically via CPOMS. **Safeguarding and Child Protection records are stored securely and are separate from the main pupil file.** Authorisation to access these records is controlled by the Designated Safeguarding Lead. All records provide a factual, accurate, evidence-based account. Records are date recorded when inputted electronically via CPOMS.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully;
- for limited, specifically stated purposes;
- used in a way that is adequate, relevant and not excessive;
- accurate;
- kept for no longer than necessary;
- handled according to people's data protection rights;
- kept safe and secure.

We ensure that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. We also ensure that social workers are notified where a child leaves the school.

10. Safe Working Practices

Use of Mobile Phones, Cameras and Internet:

The school and staff take safeguarding seriously and understand this policy is over-arching. We refer staff to the 'Social Media Policy', 'Staff Induction Handbook & Code of Conduct' and 'Guidance

for Safer Working Practice for those working with children and young people in Education Settings May 2019'.

Personal Mobiles and Electronic Devices:

Personal mobile phones and recording devices (tablets, cameras, laptops etc.) are never used by staff at the school/setting.

If staff have personal phones or devices these are stored securely in cupboards or desk drawers and will be switched to silent during the teaching day.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds.

School Devices:

School devices remain the property of Beechwood Primary School.

Electronic devices should be password protected with a 6-digit code so that content cannot be accessed by unauthorised users.

Cameras Photography and Images:

Beechwood will obtain parents' and carers' **written** consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

Staff will ensure the class ipads or class cameras are used when capturing evidence of work undertaken.

****Online Safety:****

On school equipment we ensure that appropriate filters and appropriate monitoring systems are in place.

Working Off School Premises:

Where staff take school computers, digital equipment and/or records in paper form, off school site, they do so with the view that they abide by the data protection policy.

Staff are reminded that information, both in paper or electric form is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transport.

11. Allegations Against Staff:

Support and advice is sought from Children's Services or the Local Area Designated Officer (LADO), and our Personnel/Human Resources advisor whenever necessary.

At Beechwood we recognise the possibility that adults working in the school; including directly employed staff, volunteers and supply teachers, may harm children; that they may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

These can include incidents outside of school which do not involve children but could have an impact on their suitability to work with children.

Any concerns of this nature, about the conduct of other adults, should be taken to the headteacher without delay or, where that is a concern about the headteacher, to the Chair of Governors (Donna Reed) and the LADO.

Staff are aware that this must be done on the same working day.

The school will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them including direct access to the chair of governor, John Cargill.

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This includes allegations that do not meet the harms threshold.

Reference here is made to the Whistleblowing Policy.

12. Safer Recruitment:

Beechwood pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, 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 the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- Ensuring that staff and volunteers adhere to the code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during

their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)

- Maintaining an accurate, complete, up to date Single Central Record.

13. Staff Training and Updates:

All frontline staff in Education should be aware of the signs and symptoms of abuse and know how to respond appropriately to these concerns. Every one has a duty to make a brief, accurate record of the concerns and to discuss these without delay with the DSL or DDSL.

In our school, there is a commitment to the continuous development of all staff, regardless of role with regard to safeguarding training.

All staff undertake Cheshire East Safeguarding Children's Partnership (CESCP) 'endorsed' Basic Awareness in Safeguarding and Child Protection training (Level 1) within their first term of employment. This full training is updated face-to-face at least every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively. Annual refresher training is given each September as part of the INSET sessions.

In addition to this, all staff receive safeguarding and child protection updates as required, but at least termly to provide them with the relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead (Sara Harper) and Deputy Designated Safeguarding Leads (Sam Hart) attend multi agency Safeguarding and Child Protection training on an annual basis to provide them with the relevant skills and knowledge to safeguard children effectively.

The DSL/DDSL attend the Designated Safeguarding Leads Meeting held each term coordinated by the SCiES Team to enable them to keep up to date with safeguarding practices and be aware of concerns/themes emerging within Cheshire East.

The school acknowledges serious case review findings and shares lessons learnt with all staff to ensure no child falls through the gaps.

The safeguarding governor (Jo Stubbs) has attended safeguarding training and provided awareness training for the other governors.

14. Cared for Children (Looked After Children) and Previously Cared for Children:

At Beechwood, we ensure that staff have the skills, knowledge and understanding necessary to keep cared for children safe as we are aware that children often become looked after as a result of abuse and/or neglect. We have identified a designated teacher for our cared for children; this person works closely with the Virtual School.

15. Children with Special Needs and Disabilities:

At Beechwood, we ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

16. The Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means using 'no more force than is needed'.

We have a key emphasis on de-escalation and only use physical touch to prevent a child or others being harmed. If we do this is for the shortest time necessary.

Where it has been necessary to use physical intervention, we ensure the following:

- the child's wellbeing after the event is monitored and supported;
- parents are fully briefed;
- the incident is fully recorded including antecedents, de-escalation attempted, and holds used and this is documented on CPOMS;
- an individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future;
- any incident involving the restraint of a child is always reported to an identified senior manager.

At Beechwood all staff have received training in de-escalation training and this is updated every two years.

Reference here is made to the Positive Handling Policy

17. Private Fostering:

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aid our awareness we ensure that we establish parental responsibility for each and every child; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Cheshire East. The school would also inform Cheshire East of the private fostering arrangements.

18. Children Missing out on Education and Missing from Education:

Under Section 175 of the Education Act 2002, we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

At Beechwood, we follow Cheshire East's procedures for dealing with children that go missing from school. All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of traveling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy.

Where a child's destination is unknown when they have left our school we ensure we carry out all necessary checks and refer them as CME using the appropriate notification form on the Cheshire East website, so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

19. Children who need a Social Worker (Child in Need and Child Protection Plans):

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our Designated Safeguarding Leads will be aware of the fact a child has a social worker and will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

20. Children requiring Mental Health Support:

We recognise that schools have an important role to play in supporting the mental health and wellbeing of their pupils.

We acknowledge that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We ensure we have specific training and clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Several members of staff have training in Mental First Aid and are aware of the signs and symptoms in children and staff. The school also employs a counsellor for 2 days a week who works with children

who have been referred by the school inclusion manager. Strengths and Difficulties (SDQ) are completed for children pre and post intervention.

21. Educational Outcomes:

Our Designated Safeguarding Lead ensures that staff know the children who have experienced or are experiencing welfare, safeguarding and child protection issues so that, as relevant, we know who these children are, understand their academic progress and attainment; this means that we are able to make necessary adjustments to help these children to achieve. In this way we maintain a culture of high aspirations for this cohort. This includes children with a social worker and those previously known to a social care; we ensure that teachers are made aware of any child that falls into this category.

22. E-Safety:

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school therefore seeks to provide information and awareness to staff, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors;
- Curriculum activities involving raising awareness around staying safe online;
- Information included in letters, newsletters, website;
- Parents evenings/sessions;
- High profile events/campaigns e.g. Safer Internet Day;
- Building awareness around information that is held on relevant websites and or publications;
- Social media policy.

Beechwood Primary School is wholly committed to safeguarding its pupils and their use and access to the internet. This is taught through the computing and PSHE curriculums across the year.

Reference here is made to the school's E-Safety and Acceptable Use policies.

23. Specific Safeguarding Issues

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members.

Staff are supported in accessing and completing the relevant screening tools.

As a listening school, staff would pick up on these issues and would know how to identify and respond to:

Physical Abuse

Sexual Abuse (including sexual violence and harassment)

Emotional Abuse

Neglect
Drug/substance/alcohol misuse (both pupil and parent)
Child sexual exploitation/trafficked children
Criminal Exploitation including county lines and serious violence
Extremism and Radicalisation
Children missing in education
Domestic abuse
Peer relationship abuse
Peer on peer abuse
Risky behaviours
Problematic and Harmful Sexual Behaviours
Sexual health needs
Obesity/malnutrition
Online grooming
Inappropriate behaviour of staff towards children
Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
Mental Health issues including Self Harm
Honour Based Violence including Female Genital Mutilation, Breast Ironing and Forced Marriage
Unaccompanied asylum seeking children
Child Trafficking
Modern Day Slavery

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sharing nudes or semi-nudes puts children in danger.

An overview of definitions of abuse and specific safeguarding issues and our response are provided within Appendices 2, 3 4, 5 and 6.

24. Extra-Familial Harm (also known as Contextual Safeguarding):

Including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and Serious Youth Violence

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 consider the context within which such incidents and/or behaviours occur. This is known as Extra-Familial Harm/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 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.

25. Children Missing from Home or Care

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definitions a missing person is: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

26. Governor Responsibilities:

Governing bodies should ensure they facilitate a whole school or approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. (KCSiE 2021)

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- Has robust Safeguarding procedures in place;
- Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site;
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site;
- Has a member of the Senior Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues;
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements;
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the headteacher; this is the Chair;
- Carries out an annual review of the Safeguarding policy and procedures;
- Carries out an annual Safeguarding Audit in consultation with the Governing Board, sharing this with the CЕСP on request;

- Carries out a termly Safeguarding Audit trail in consultation with the Governing body.

Staff at Beechwood take the safeguarding of each and every child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

Further information on our safeguarding and related policy documents and procedures is available on request from the Designated or Deputy Safeguarding Leads.

SAFEGUARDING & CHILD PROTECTION POLICY

This policy was adopted at a meeting of Leadership & Management Governor sub-committee, held on _____

Date to be reviewed: September 2022

Signed:

Name of signatory:

S. Harper

J. Cargill

Role of signatory:

Headteacher

Chair of Governors

Discussing a Disclosure Safeguarding Record Check-List

RECEIVE

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them - let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions. Use 'open' questions to clarify only (TED)

REASSURE

- Stay calm, tell the child they have done the right thing in telling you
- Reassure them that they are not to blame
- Empathise - don't tell them how they should be feeling
- Don't promise confidentiality, explain who need to know
- Explain what you will do next
- Be honest

REPORT AND RECORD

- Make an accurate, timely and factual report
- Discuss with the Designated Safeguarding Lead or Deputy Leads (DSL/DDSL) without delay
- The DSL/DDSL will assess the situation and decide on next steps.

Please ensure that every safeguarding record entry on CPOMS has the following elements:

- Full name of child
- Date of birth/class/year group
- SEN status
- Full name of person completing the record of concern and their role
- Place of disclosure and who disclosed to/all staff present
- Time and full date the disclosure was made
- Details of concern - An accurate record of what was seen or heard in the child's words, brief accurate details, whether it was 1st or 2nd hand information, distinguish between fact and professional judgement
- Place of injury if applicable
- Time and date the record was made
- Who the record of concern was shared with (DSL/DDSL) and any verbal actions given at the time
- Once the record of concern has been inputted the child does not need to be asked about the disclosure again by any member of staff

DO NOT photograph any injuries or marks even if requested to do so.

Sexual Abuse

- Involves forcing or enticing a child 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 e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- They may also include non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, 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.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development.

It may involve:

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

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Physical Abuse

A form of abuse which may involve:

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

Injuries in babies and non mobile children

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.

It 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/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 unresponsiveness to, or neglect of a child's basic emotional needs.



Universal

Children whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health, GP, schools)

- **Response:** - Continue meeting child or young person's needs as a universal service in a safe environment.
Universal services will remain at all levels of need.

Targeted

Children who would benefit from additional help with moderate difficulties in order to make the best of their life chances.

- **Response:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.

Complex

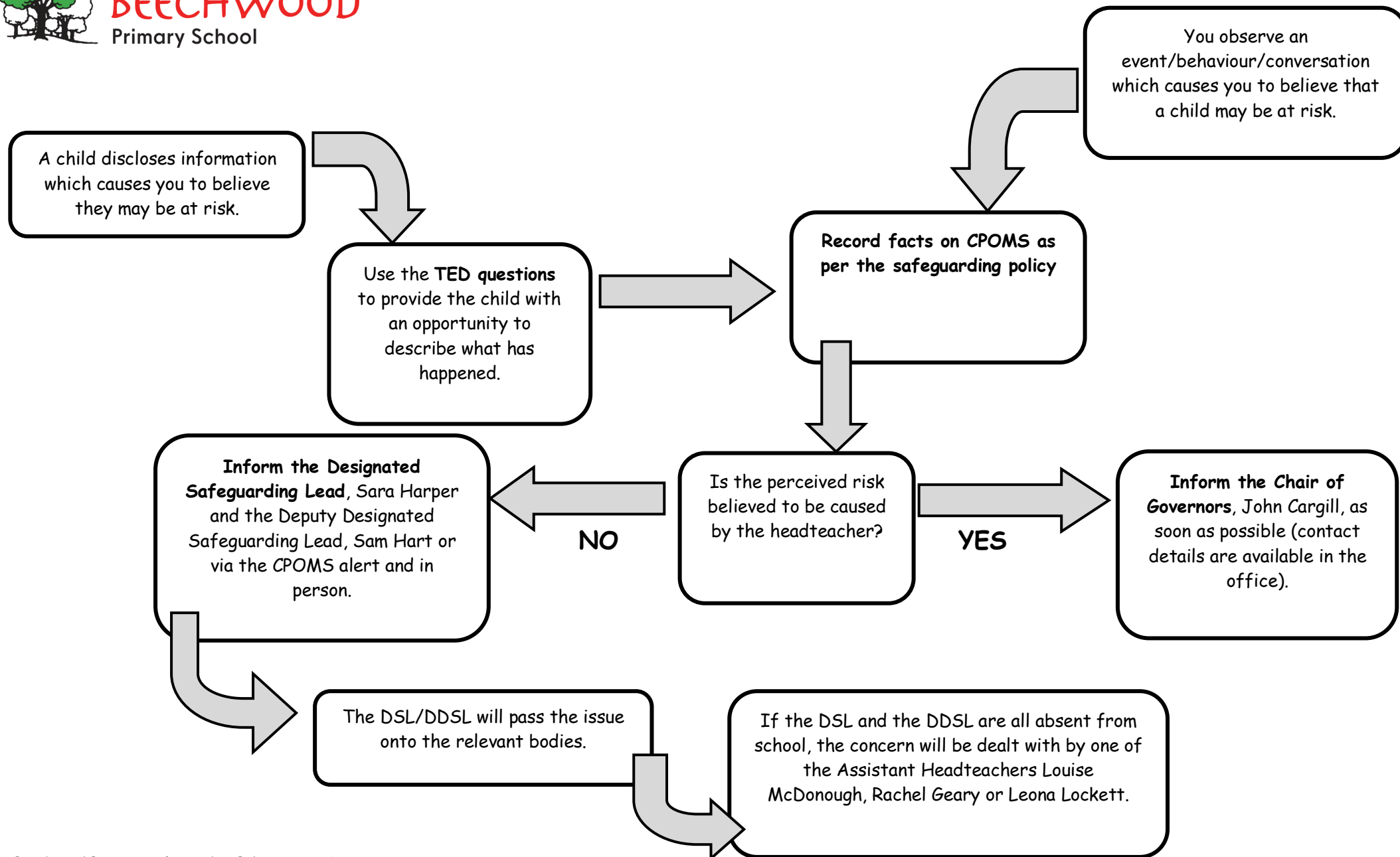
Children who have a range of additional needs affecting different areas of their life.

- **Response:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.
- Identify a lead practitioner to co-ordinate support and be primary link with the family.
- Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress.

Specialist

Children who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.

- Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.
- Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.



Physical

- Bruises, black eyes and broken bones.
- Unexplained or untreated injuries.
- Injuries to unusual body parts e.g. thighs, back, abdomen.
- Bruising that resembles hand/finger marks.
- Burns/scalds.
- Human bites/cigarette burns.
- Injuries that the child cannot explain/unconvincing.
- Injuries in babies and non-mobile children.

Sexual

- Genital discomfort, pain, itching, bruising, injuries.
- Public/compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not appropriate for their age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Behaviours

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Marked change in general behaviour • Low self-esteem • Extremely passive/aggressive • Withdrawn/withdrawal from family and friends | <ul style="list-style-type: none"> • Lethargy/tiredness • Fear of certain adults • Poor social relationships • Bullying/anti-social behaviours • Attendance difficulties | <ul style="list-style-type: none"> • Eating Disorders • Sleeping difficulties • Disclosure • Self-harm |
|---|---|--|

Neglect

- Child cold/ inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems, e.g. dental decay, lice
- Lethargy, tiredness or aggressive tendencies

Emotional

- Physical, mental and emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation/ low self esteem

Forms of Abuse

Appendix 6

Breast ironing also known as Breast Flattening – Honour Based Abuse

An act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected.

CONTEXTUAL SAFEGUARDING

Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including,

- sexual identity
- cognitive ability
- learning difficulties
- communication ability
- physical strength
- status

- access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children

- being forced or manipulated into transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting or pickpocketing.
- They can also be forced or manipulated into committing vehicle crime
- or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected. DO NOT discuss with parents/carers

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections
- display sexual behaviours beyond expected sexual development
- become pregnant

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected. Complete Cheshire East Child Exploitation Screening Tool

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)

Cyberbullying

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected. Pass information to the Police where necessary.

Domestic Abuse/Violence

Pupils have the right to be safe at school and also in their own homes. Some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children and they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support children:

- Have an ethos which puts children's wellbeing at the heart of all that that is done
- Create a predictable school life with set routines
- Ensure that rules and expectations are clearly stated and understood by all
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke', but may be attempts by these children to control their world when so much feels out of control for them
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that we follow through with any consequences or sanctions
- Support children to put feelings into words. Build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*)
- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- Create opportunities for children to feel successful. Let the child know that they matter; taking an active interest in them
- Accept that they may not be willing or able to talk about it right away (if ever)
- Provide effective, non-verbal, systems for children to access support
- Provide reassurance that only people who need to know about the incident will know
- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve the following:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. 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 from participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected.

Female Genital Mutilation (FGM) – Honour Based Abuse

Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

FGM is child abuse; it is dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it. It is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Indications that FGM may be about to take place:

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

Indications that FGM has taken place:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/a noticeable change in behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear
- Prolonged absences/ persistent unexplained absence from school/college
- Seek to be excused from physical exercise without the support of their GP
- Child not allowed to attend extra-curricular activities
- Close supervision of child by family/carers

FGM typically takes place between birth and around 15 years old.

Teachers should be aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police".

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected. Be mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject. Report to the police. DO NOT discuss with parents/carers.

Forced Marriage – Honour Based Abuse

Staff are aware of Forced Marriage and that it 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.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

Indications that a Child is at risk of Forced Marriage:

Be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem
- Self-harming, self-cutting or anorexia
- Criminal activity e.g. shoplifting or taking drugs or alcohol

- Declining performance, aspirations or motivation
- Not allowed to attend any extra-curricular or after school activities
- Girls and young women may be accompanied to and from school/college
- Attending school but absenting themselves from lessons
- Stopping attendance at school/college
- A family history of older siblings leaving education early and marrying early

Action: Review absence request forms and liaise with other schools (siblings). Meet with parents to request leave of absence (request precise location, purpose, return date). Check same details with the child. DO NOT discuss suspicions with parents/carers. Contact Education Welfare Officer (EWO) if not returned by date given. Make enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate

Gaming

Online gaming is an activity that the majority of children and many adults get involved in.

Raise awareness by:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- Talking to parents about setting boundaries and time limits when games are played
- Highlighting relevant resources
- Making our children aware of the dangers including of online grooming and how to keep themselves safe
- Making our children aware of how to report concerns

Honour Based Abuse

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. Practitioners 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." *Keeping Children Safe in Education 2019*

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected. Report to the police. DO NOT discuss with parents/carers.

Modern Day Slavery including Trafficking

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

- A person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour;
- It is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment;
- Any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent;
- Children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harboured for the purpose of exploitation.

Trafficked Children

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families and are aware that this may be if they:

- Show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Have a history with missing links and unexplained moves
- Are required to earn a minimum amount of money every day
- Work in various locations
- Have limited freedom of movement
- Appear to be missing for periods
- Are known to beg for money
- Are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Are one among a number of unrelated children found at one address

- Have not been registered with or attended a GP practice
- Are excessively afraid of being deported
- Look malnourished or unkempt
- Are withdrawn, anxious and unwilling to interact
- Are under the control and influence of others
- Live in cramped, dirty, overcrowded accommodation
- Have no access or control of their passport or identity documents
- Appear scared, avoid eye contact, and can be untrusting
- Show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child has no known links
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected

Neglect

Neglect:

- is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development;
- may occur during pregnancy, for example, as a result of maternal substance abuse;
- once a child is born, may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment;
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs;
- may potentially be fatal;
- causes great distress to children and leads to poor outcomes in the short and long-term;
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later on in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child.

Action: Complete Cheshire East Neglect Screening Tool. Follow our usual procedure for recording and reporting this abuse where it is suspected.

Peer on Peer Abuse

Children can abuse other children (often referred to as peer on peer abuse, peer relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, typically this involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.
- initiation/hazing type violence and rituals.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2021. Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS)

Action: Do not take it any less serious than adult abuse; they are aware that it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Follow our usual procedure for recording and reporting this abuse where it is suspected.

Physical Abuse

The signs of potential physical abuse and that it might 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.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected.

Prevent, Radicalisation and Extremism

Prevent Duty Guidance, July 2015 (most recently updated in April 2021) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; 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.

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.

Staff need an awareness of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

The **Prevent Duty** requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.

Indicators of vulnerability include:

- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis: they may be experiencing: family tensions/ a sense of isolation/ low self-esteem. They may have dissociated from their existing friendship group/ become involved with a new and different group of friends/ may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances: migration/local community tensions/ events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism/ discrimination/ aspects of Government policy
- Unmet Aspiration: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Action: Raise awareness and reduce risks through preventative work. Concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken. DO NOT discuss with parents/carers. Follow our usual procedure for recording and reporting this abuse where it is suspected.

In Cheshire East if we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would contact: Cheshire East Consultation Service (ChECS): **0300 123 5012** and complete a Prevent Referral on the stopadultabuse.org.uk website.

Where necessary individuals may be discussed at Channel:

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2020

In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They contact us afterwards to give us an update. Schools may be invited to attend the meeting.

Serious Violence

Indicators, which may signal that children are at risk from, or are involved with serious violent crime 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.

Be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK](#)

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected.

Sexual Abuse

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child 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;
- It 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;
- It can take place online, and technology can be used to facilitate offline abuse;
- It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue in education see peer on peer abuse.

Action: Follow our usual procedure for recording and reporting this abuse where it is suspected. DO NOT discuss with parents/carers.