

SAFEGUARDING POLICY

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Part 1 Key policies and guidance

Key Statutory Guidance

This policy should be read in conjunction with key statutory guidance issued by the DfE. The DfE guidance to which schools **must** have regard is:

- Keeping Children Safe in Education 2020
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (August 2018)
- <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- WT refers to the non-statutory advice: [Information sharing \(March 2015\)](#)
- [Prevent Duty Guidance: for England and Wales \(July 2015\)](#) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- [The Prevent duty: Departmental advice for schools and childminders \(June 2015\)](#)
- [The use of social media for on-line radicalisation \(July 2015\)](#)

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus. The Department of Education has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Please see the Supplement to The Queen's School Safeguarding policy for this.

Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to Safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. The statutory guidance Working Together to Safeguard Children (July 2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for the local Safeguarding Children Partnership to monitor the effectiveness of local services, including Safeguarding arrangements in schools.

The statutory guidance Keeping Children Safe in Education (updated September 2019) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

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

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

Local arrangements

Guidance on the local Safeguarding Children Partnership arrangements for Cheshire West and Chester can be found;

<https://www.cheshirewestscp.co.uk/wp-content/uploads/2019/06/Cheshire-West-and-Chester-Safeguarding-Children-Partnership-Final-Framework-published-version.pdf>

However, we recognise that our cohorts come from an extended geographical area and may, by virtue of their home address(es), be under the guidance of a number of other local Safeguarding Children Partnerships who have distinct safeguarding procedures in place;

- Cheshire West and Chester <https://www.cheshirewestscp.co.uk/>.
Cheshire West and Chester have a very useful repository of procedural advice;
https://www.proceduresonline.com/pancheshire/cheshire_west/contents.html
- Cheshire East
https://www.cheshireeast.gov.uk/schools/safeguarding_in_education/safeguarding_in_education.aspx
- Wirral <https://www.wirralsafeguarding.co.uk/procedures/>
- North Wales <https://www.northwalessafeguardingboard.wales/>
Including;
Conwy <https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Im-worried-about-somebody/Safeguarding.aspx>
Flintshire <https://www.flintshire.gov.uk/en/Resident/Social-Services/Child-Protection.aspx>
Wrexham https://www.wrexham.gov.uk/english/community/fis/keeping_children_safe.htm
Denbighshire <https://www.denbighshire.gov.uk/en/resident/health-and-social-care/safeguarding.aspx>
- Shropshire <http://www.safeguardingshropshireschildren.org.uk/>
- Liverpool <https://liverpoolscb.org.uk/scp>

The Designated Safeguarding Lead will always liaise with the appropriate authority.

Relevant school policies

Please also refer to the supplementary information relating to safeguarding in the following policies;

Covid-19 Safeguarding supplement

7b Whistleblowing

7c Safeguarding training

7e Staff code of conduct

7h E Safety policy - As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Annex C of KCSIE 2020. This can be found in the E Safety policy.

9a Promoting positive behaviour

10a Anti-bullying

14a Supervision of pupils

14b Missing child policy

15a Attendance policy

Safer recruitment policy

IT acceptable use policy

PSHE policy

Educational visits policy

Visitor policy

Inspections

The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools, and will also report on safeguarding arrangements. ISI has a published framework for inspections.

Part 2 Aims and principles

Policy statement

The Queen's School is committed to acting in the best interests of the child in all areas of its activities. The school recognises that it is the moral and statutory responsibility of all members of the teaching staff, support staff, governors, those people working for externally managed services within the school and volunteers to safeguard and promote the welfare of all children at the school. It is important to be aware that child abuse happens in all strata of society and at all ages.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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 (KCSIE: Keeping Children Safe in Education updated September 2019).

We understand that children cannot learn effectively unless they feel secure and we recognise our responsibility to provide a school environment that promotes self-esteem and self-worth, where children are respected and valued and are confident that their concerns will be listened to and acted upon. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. If a child is the victim of serious bullying or cyberbullying, then the School will treat this as a safeguarding concern.

The procedures contained in this policy apply to all staff (teaching staff, support staff, those people working for externally managed services within the school and volunteers) and governors and are consistent with those of local Safeguarding Children Partnership.

This policy is complemented and supported by other school policies as listed in Part 1.

The school's Safeguarding arrangements are inspected by ISI. This policy also covers the Early Years Foundation Stage pupils in this school – the EYFS arrangements are inspected by Ofsted.

This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review. However, this is considered a working document and, as such, may be updated more regularly.

In the event of an incident occurring or in response to new legislation and guidance, this policy will be updated and staff and governors will be informed. The old version will be removed from the website and the new version added. Informal updates will be issued on an ad hoc basis when necessary in staff meetings, staff briefings, or at other times if required.

Informal Safeguarding updates are also given to students and to parents as necessary.

Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- **All staff** have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in Safeguarding issues will receive appropriate support, guidance & training

School Safeguarding aims

- To ensure that **all staff** are aware of their Safeguarding responsibilities, are familiar with the school's policy and are adequately trained in Safeguarding procedures. This will include Prevent, online safety and the management of a report of child on child sexual violence or sexual harassment.
- To maintain a safe and caring environment in which our pupils can develop academically and socially; an environment where pupils know that they can talk to someone they trust, be listened to and be given appropriate support in any sensitive situation.
- To use curricular and extra-curricular opportunities to equip pupils with the knowledge and skills they need to stay safe from abuse and to develop realistic attitudes to the responsibilities of adult life.
- To maintain effective links with other agencies involved in Safeguarding work, including the Cheshire West and Chester Local Safeguarding Children Partnership, and to co-operate with any investigation of child protection matters as appropriate.
- To operate safer recruitment procedures in appointing all staff in line with Part 3 of KCSIE updated September 2019. **Further information can be found in the Safer Recruitment Policy.**
- To provide through the curriculum opportunities for pupils to learn how to keep themselves safe, for example, by; ensuring knowledge of the availability of advice and support in their local area and online, recognising and managing risks in different situations, including on the internet, judging 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, developing effective ways of resisting pressure, developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur.

Part 3 Roles and responsibilities

Key personnel

The designated safeguarding lead is Lorraine Jones (Head of Pastoral)

Contact details: email: ljones@thequeensschool.co.uk tel: 01244 312078

The designated safeguarding lead for Lower School including EYFS is Katy Yousaf (Deputy Head of Lower School)

Contact details: email: kyousaf@thequeensschool.co.uk tel: 01244 382843

The deputy safeguarding lead for Lower School is Iona Carmody (Head of Lower School)

Contact details: email: icarmody@thequeensschool.co.uk tel: 01244 382843

The deputy safeguarding lead for Senior School is Sue Wallace-Woodroffe (Headteacher)

Contact details: email: swallace-woodroffe@thequeensschool.co.uk tel: 01244 312078

The deputy safeguarding lead for Senior School is Joanne McKeirnan (Head of Key Stage 4)

Contact details: email: jmckeirnan@thequeensschool.co.uk tel: 01244 312078

The deputy safeguarding lead for Senior School is Hannah Daniels (Head of Key Stage 3)

Contact details: email: hdaniels@thequeensschool.co.uk tel: 01244 312078

The deputy safeguarding lead at Senior School is Robin Wilson (Head of Sixth Form)

Contact details: email: rwilson@thequeensschool.co.uk tel: 01244 312078

The nominated safeguarding governor is Rev.d Dr Lesley Cooke

Contact details: email: l.cooke@chester.ac.uk tel: 07799112150

The Headmistress is Sue Wallace-Woodroffe

Contact details: email: Head@thequeensschool.co.uk tel: 01244 312078

The Chair of Governors has approved this policy: Caroline Mosley



Designated Safeguarding Lead

Designated Safeguarding Leads are responsible for ensuring that The Queen's School operates an effective Safeguarding policy and that **all staff** are familiar with the school guidelines for identifying and reporting abuse, including allegations of abuse by members of staff (in line with Part 4 of KCSIE updated September 2019). They will recognise the need to differentiate between children at risk (who have suffered or are likely to suffer significant harm) and children in need (who are in need of additional support from one or more agencies), reporting children at risk to the appropriate agency immediately, or to the police if a crime has been committed, and leading inter-agency assessment procedures (Team Around the Family) for children in need. The Designated Safeguarding Lead is aware that the School does not necessarily require parental consent to refer to statutory agencies. They will be responsible for maintaining accurate and secure records and for such liaisons with external agencies and families where appropriate. The Designated Safeguarding Leads have a duty to monitor the welfare of any pupils who are considered by the LA to be in need of a child protection plan and will provide information as required to support inter-agency work. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

The Designated Safeguarding Leads will monitor and review the policy and procedures throughout the

school year and they will ensure that staff training is up to date and advise staff in all matters relating to Safeguarding. Designated Safeguarding Leads will meet regularly, ensure that 'Safeguarding' is a standing item on staff meeting agendas and undertake training to Level 3 (Multi-Agency Level) with the Local Safeguarding Children Board every two years.

For further information on the initial responsibility of the Designated Safeguarding Lead following a disclosure to a member of staff, please see Part 4 Page 15.

Key responsibilities of all staff

All members of the teaching staff, support staff, supply staff, governors, those people working for externally managed services within the school and volunteers should read this document, sign to say that they have read it and comply with the Safeguarding procedures detailed below. All members of teaching and support staff are required to read Keeping Children Safe in Education (updated September 2019). All disclosures of abuse and suspicions of abuse should be reported to the Designated Safeguarding Lead or deputy without delay. Referral to the Designated Safeguarding Lead is the required school procedure but any member of staff, parent or neighbour of the school, etc may make a referral to an external agency, including the Police, if they feel that the Designated Safeguarding Lead has not handled their concerns effectively. The names of the Designated Leads and their deputies who can be consulted in their absence are on page 6 of this policy.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All staff 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, from the foundation years through to the teenage years. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

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

All staff are made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Training will be given to all staff every three years and Safeguarding procedures will be a fixed item on the agenda at the initial staff meeting of the year in September. Supply staff and students on work placement will meet the Designated Safeguarding Lead and undertake brief Safeguarding training. They will be asked to read this policy and sign to say they have understood it.

Although the Designated Safeguarding Lead or a deputy should always be available to discuss safeguarding concerns if, in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy) as soon as is practically possible.

Further information on the training of staff can be found in the Safeguarding training policy.

Role of the governing body

The nominated child Safeguarding governor will conduct an annual review of the school's Safeguarding procedures and the efficiency with which the related duties have been discharged. The governing body must ensure that the school's policy and procedures work in accordance with locally agreed interagency procedures and that the policy is accessible on the school website. The governing body will ensure that any Safeguarding deficiencies are remedied without delay by liaising with the Headmistress and Designated Safeguarding Lead.

The governing body must also ensure that the school operates a safer recruitment procedure and carries out appropriate checks on staff or volunteers who work with pupils at the school. It is the responsibility of the governing body to ensure that the school's managing allegations procedures are in accordance with the Local Safeguarding Children Partnership and national guidance. Governors will undertake Safeguarding training as appropriate and a Safeguarding report is a fixed item on the agenda at full governors' meetings.

Part 4 Recognising safeguarding concerns

Types of abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people (peer-to-peer abuse). Staff must be aware of the possibility of honour based violence (HBV).

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, however, we recognise the complexity of abuse;

"All schools and college staff should be aware that abuse, neglect and Safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another". KCSIE September 2019

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate

expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, for example in case of domestic violence (DV). It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse (Incorporating sexual violence and sexual harassment)

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

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk. Staff must not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh". Sexual harassment, in person or online, is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Examples include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names as well as sexual jokes or taunting.

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

Definitions taken from *Working Together to Safeguard Children* (HM Government, July 2018).

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action

should be taken, following the protocol for reporting concerns, speaking to the designated safeguarding lead or a deputy.

Other safeguarding risks

See also Appendix F for guidance on specific risks from KCSiE September 2020. All staff must read this guidance in conjunction with Part 1 of KCSiE, therefore it is included in its entirety as an appendix to this policy.

Peer on Peer abuse

The School has regard for the seriousness of peer on peer abuse as defined in KCSiE 2019 and will not tolerate behaviours defined by the guidance. All staff should be aware that children can abuse other children (often referred to as peer on peer 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;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our tackling bullying procedures. The school's Anti-Bullying policy is available on the website and the subject of bullying is addressed at regular intervals in PSHE (Personal, Social, Health and Economic education). If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the Designated Safeguarding Lead will consider implementing Safeguarding procedures (referral to the LOCAL SAFEGUARDING CHILDREN PARTNERSHIP).

Further information on cyberbullying:

<http://cheshirewestlscb.org.uk/professionals/bullying-and-cyber-bullying>

If harmful sexual behaviour is alleged to have occurred, the school will have regard to Part 5 of KCSiE and take into account the local response of the police and local Safeguarding Children Partnership.

In instances of peer-on-peer abuse where pupils are involved in harmful or abusive sexual behaviour the School will follow the Department for Education Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (May 2018).

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under Safeguarding rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the

whole school community. Young people who display such behaviour may be victims of abuse themselves and the Safeguarding 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 as soon as possible.

Further Local Safeguarding Children Partnership information on sexually harmful behaviour can be found; https://www.proceduresonline.com/pancheshire/cheshire_west/p_sexually_harm_behav.html

What is meant by sexual violence and sexual harassment?

- Sexual violence and sexual harassment can be between two children, or a group of children.
- Both sexes may be affected.
- Children with SEND are likely to be more vulnerable.
- Sexual violence refers to rape, assault by penetration or sexual assault.
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying photos of a sexual nature; and online activity including sharing of sexual images or videos (sexting) or making inappropriate sexual comments. (Note this list is not exhaustive.)
- It includes sexually harmful and aggressive behaviour involving the use of mobile phones, such as 'upskirting', where a picture is taken under a person's clothing without them knowing, with the intention of viewing their buttocks or genitals to obtain sexual gratification, or to cause the victim humiliation, distress or alarm. Upskirting was made a criminal offence in April 2019; perpetrators could face up to two years in prison if convicted.
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive or violent.

When considering harmful sexual behaviour, the ages and developmental stages of the children involved are always considered. Disclosures should be made in the same way as with other safeguarding concerns. Staff are advised not to view any images. The Designated Safeguarding Lead will engage the local Safeguarding Children Partnership.

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or especially any actions that are appropriate to protect them.

Risk assessments will be recorded (written or electronic) and will be kept under review. The Designated Safeguarding Lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required and the Designated Safeguarding Lead will engage the Local Safeguarding Children Partnership in doing so. Further guidance on the considerations to have in mind in these cases can be found in KCSiE.

The following guidance is also useful in relation to sexual behaviour between children in school; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Youth produced sexual imagery

Sexting is the sharing of sexual, naked or semi-naked images or videos, or sending sexually explicit messages. The term 'youth-produced sexual imagery' (YPSI) is now used instead of 'sexting.' This is to ensure clarity.

As it is a criminal offence to possess, distribute, show and make indecent images of children, any disclosure

of information about an incidence of YPSI will always be taken very seriously by the School. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. Creating or sharing images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- Take an explicit photo or video of themselves or a friend
- Share an explicit image or video of a child, even if it is shared between children of the same age
- Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents of suspected YPSI must be reported to the Designated Safeguarding Lead. The Police will also be informed.

Further information about YPSI from the NAACP:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Concerns about pupils who could be victims of CSE or CCE must be reported immediately to the Designated Safeguarding Lead.

Further Local safeguarding Children Partnership information about sexual exploitation of children:

https://www.proceduresonline.com/LimitedCMS_centrally_managed_content/pancheshire/shared_files/cse_multi_age_strat.pdf

Child Criminal Exploitation: county lines

Staff must be aware that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Serious violence

The School ensures that all staff are aware of indicators, which may signal that children are at risk from, or are involved with, serious violent crime. These may include;

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries,
- unexplained gifts or new possessions which could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

The government has measures in place to manage these risks. Advice for schools is provided in the Home Office's Preventing youth violence and gang involvement

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

and its Criminal exploitation of children and vulnerable adults: county lines guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf.

Missing children, frequent/prolonged absence and withdrawal from the school.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. It is important that all staff consider the risk that missing children might be travelling to conflict zones, be victims of FGM (Female Genital Mutilation) or forced marriage. The Designated Safeguarding Lead will monitor unauthorised absence, particularly where children go missing on repeated occasions.

The Designated Safeguarding Lead must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. When pupils of compulsory school age are to be deleted from the admission's register The Queen's School will check that progression to another school is confirmed. The Designated Safeguarding Lead will report any concerns about children of compulsory school age who are at risk of missing education to the local education authority. It is recognised that these children may be at higher risk of abuse or neglect. In the event that pupils of compulsory school age are leaving The Queen's School to enter a home schooling contract the Designated Safeguarding Lead will also inform the Local Education Authority.

Potential Victims of Modern Slavery and Child Human Trafficking

Modern slavery, including child trafficking, is child abuse. If, as a school, we become aware or have suspicions that a child may have or is being exploited or trafficked, we will contact the Local Safeguarding Children Partnership in the normal manner to seek advice and support. All children, irrespective of their immigration status, are entitled to Safeguarding and protection under the law. This school recognises this as any normal child protection referral and potential victims of trafficking and modern slavery can be of any nationality and may include British children. This may cover not only those trafficked for sexual exploitation but those trafficked as drug carriers internally in the UK (see also CSE and County Lines).

Honour-based abuse and forced marriage

There is a clear difference between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the young people.

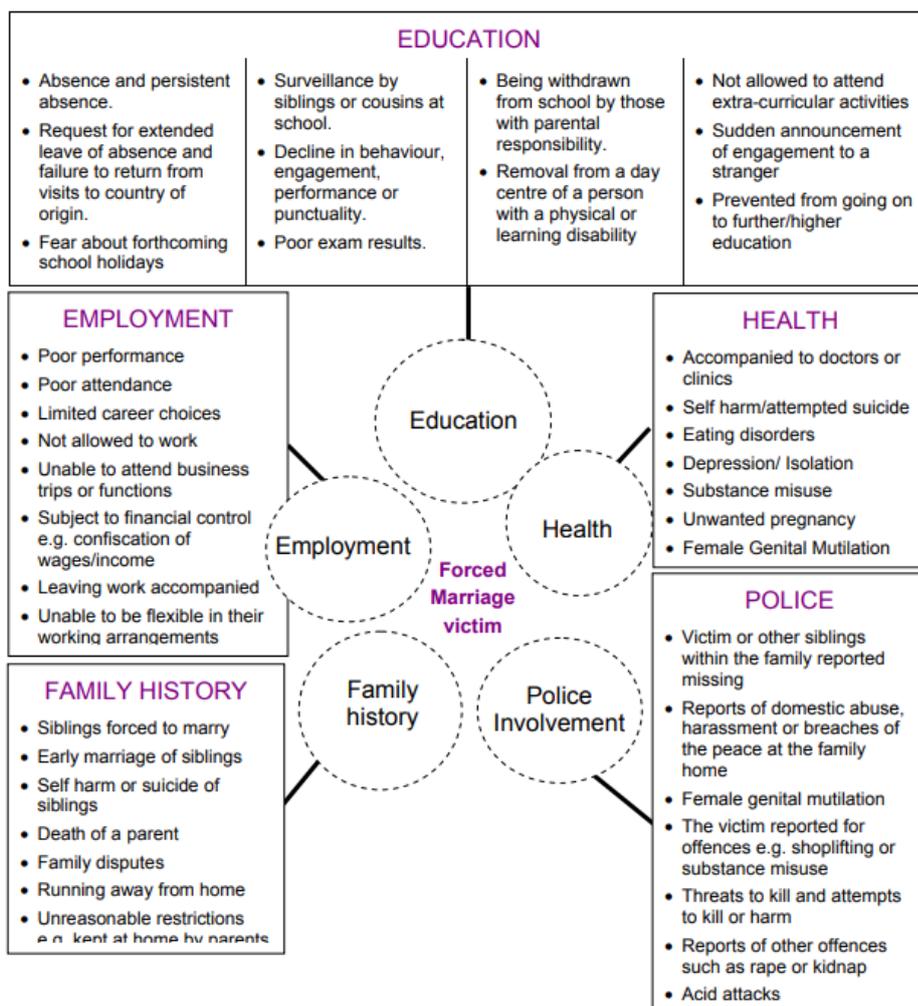
In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is likely to suffer significant harm through physical, sexual or emotional abuse. Forced marriage can have a negative impact on a child's health and development, and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation would be absent from school resulting in the loss of educational opportunities, and possibly also future employment opportunities. Even if the child is not taken abroad, they are likely to be taken out of school so as to ensure that they do not talk about their situation with their peers.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf#page=20

CHART OF POTENTIAL WARNING SIGNS OR INDICATORS

These indicators are not intended to be an exhaustive list.



Advice on how to handle suspicions of forced marriage can be found;

https://www.proceduresonline.com/pancheshire/cheshire_west/p_force_marriage.html

This includes the clear advice not to approach the child's family about the concern and instead to refer to the Local Safeguarding Children Partnership.

Honour based abuse is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. For young victims it is a form of child abuse and a serious abuse of human rights. It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Women, men and younger members of the family can all be involved in the abuse.

The Local Safeguarding Children Partnership has given the following advice:

"Any suspicion or disclosure of violence or abuse against a child in the name of honour should be treated equally seriously as any other suspicion or disclosure or significant harm against a child. However, there are significant differences in the immediate response required. Bearing in mind the specific practice issues set out, where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made the Referrals Procedure should be followed.

Involving families in cases of honour based abuse is dangerous:

- It may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help;
- Relatives, friends, community leaders and neighbours should never be used as interpreters in case they are linked to the group suspected of carrying out the crime - despite any reassurances from this known person.
- In cases of violence in the name of honour and of forced marriage, it is essential to consider other siblings in the family that may be experiencing, or are at risk of, the same abuse.

Accurate record keeping in all cases of violence/abuse in the name of honour is important. Records should:

- Be accurate, detailed, clear and include the date;
- Use the person's own words in quotation marks;
- Document any injuries - include photographs, body maps or pictures of their injuries;
- Only be available to those directly involved in the person's case;
- Practitioners must take care that information which increases the risk to the child is not inadvertently shared with family members."

Female Genital Mutilation

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 but FGM is dangerous and it is a criminal offence. FGM is most commonly carried out when a girl is 5-8 years old. However it can happen at any age before a girl or woman is married or pregnant. Some girls are babies when FGM is carried out. In the UK, girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities are most at risk of FGM.

From October 2015 it will be mandatory for teachers to report to the police any suspicions that an act of FGM has been carried out on a girl who is aged under 18. Teachers who fail to report such cases will face disciplinary sanctions. Regulated professionals i.e. teachers, social workers and healthcare professionals have a duty under the Serious Crime Act (2015) to report any cases of FGM identified in a female under 18 years of age to the Police via the non-emergency number: 101.

The guidance asserts that professionals should make a safeguarding referral in accordance with their local procedures. If a professional feels that a child is at risk of immediate significant harm they should not discuss the referral with the parents/carers/family until a strategy meeting has been convened. Further advice on the strategy and procedures in place in Cheshire West and Chester can be found; https://www.proceduresonline.com/pancheshire/cheshire_west/p_fem_gen_mutil.html

Further information on FGM:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

The School has adopted the government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "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"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."

Protecting children from the risk of radicalisation is one of our wider Safeguarding duties. As with managing other Safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns. Visitors are made aware of the Safeguarding Reporting Procedure when they sign in to the main office (Safeguarding and fire evacuation notice). When there are significant concerns about a pupil, the Designated Safeguarding Lead, in liaison with the headmistress, will make a referral to the appropriate body. This may include making a referral to the Local Safeguarding Children Partnership and the Channel programme. Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour.

The Local Safeguarding Children Partnership gives the following risk indicators;

https://www.proceduresonline.com/pancheshire/cheshire_west/p_sg_ch_extremism.html

With regard to issues that may make an individual vulnerable to radicalisation, these can include:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship groups and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations - Perceptions of injustice; feeling of failure; rejection of community values;
- Criminality - Experiences of imprisonment; previous involvement with criminal groups.

However those closest to the individual may first notice the following changes of behaviour:

- General changes of mood, patterns of behaviour, secrecy;
- Changes of friends and mode of dress;
- Use of inappropriate language;
- Possession of violent extremist literature;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

There is an obvious difference between espousing radical and extreme views and acting on them, and practitioners should ensure that assessments place behaviour in the family and social context of the young person and include information about the young person's peer group and conduct and behaviour at school. Holding radical or extreme views is not illegal, but inciting a person to commit an act in the name of any belief is in itself an offence.

Any visitors to the School who will be engaged in working with children will be subject to reasonable vetting checks to include identity checks and an internet search in order to prevent those with known radical views from having contact with children while on School sites.

The Queen's School will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. **More information can be found in the E Safety policy.**

All staff are trained about the risk of radicalisation and extremism in the annual update training and/or via the online training provided by the Home Office

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Designated Safeguarding Leads undertake specialist training courses which will enable them to assess the risk of children being drawn into terrorism and will enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Training takes place on a 3 year cycle in line with level 3 Safeguarding training.

Further information on the Prevent Duty:

[Prevent Duty Guidance: for England and Wales \(July 2015\)](#).

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

[The Prevent duty: Departmental advice for schools and childminders \(June 2015\)](#)

[The use of social media for on-line radicalisation \(July 2015\)](#)

Children of parents with mental health problems

Mental health problems are proportionately common in the overall population, the term does not in itself have one clear definition, and therefore the existence of mental health problems should not be taken as a risk factor without contextual information.

The state of a person's mental health is usually not static and can vary according to several factors, correspondingly their capacity to parent safely may also be variable, and therefore, an understanding of the factors which may increase risk is an important part of any assessment.

Many adults who suffer from mental health problems also have substance misuse problems, which is described as Dual Diagnosis, and there may be several agencies and services, for both adults and children, who are working with the family.

National Serious Case Reviews and Domestic Homicide Reviews have identified domestic abuse, parental mental ill health and drug and alcohol misuse as significant factors in families where children have died or been seriously harmed.

The Local Safeguarding Children Partnership have identified the following risks to children of parents with mental health problems;

“A child who has suffered, or is likely to suffer significant harm or whose well-being is affected by parental mental illness could be a child:

- Who features within parental delusions;
- Who is involved in their parent's obsessional compulsive behaviours;
- Who becomes a target for parental aggression or rejection;
- Who has caring responsibilities inappropriate to their age and should be assessed as a young carer;
- Who may witness disturbing behaviour arising from the mental illness;
- Who is neglected physically and/or emotionally by an unwell parent;
- Who does not live with the unwell parent, but has contact (e.g. formal unsupervised contact sessions or the parent sees the child in visits to the home or on overnight stays);
- Who is at risk of severe injury, profound neglect or death;
- Who is an unborn child of a pregnant woman with any previous major mental illness.”

Where it is believed that a child of a parent with mental health problems may have suffered, or is likely to suffer significant harm, a referral to Children's Social Care should be made in accordance with the referral procedure.

https://www.proceduresonline.com/pancheshire/cheshire_west/p_ch_par_mental_health.html

Children of parents who misuse substances

Substance misuse refers to the abuse of drugs and/or alcohol. Whilst there may be different treatment methodologies for adults with these problems, they are considered together because the consequences for the child are quite similar. Substance misuse refers to both illicit drugs, alcohol, prescription drugs and solvents, the consumption of which is either dependent use, or use associated with having a harmful effect on the individual or the community.

Many substance misusing adults also suffer from mental health problems, which is described as Dual Diagnosis, and there may be several agencies, from both Adult and Children's social care, who are working with the family. Substance misuse can consume a great deal of time, money and emotional energy, which will unavoidably impact on the capacity to parent a child. This behaviour also puts the child at an increased risk of neglect and emotional, physical or sexual abuse, either by the parent or because the child becomes more vulnerable to abuse by others.'

Children's physical, emotional, social, intellectual and developmental needs can be adversely affected by their parent's misuse of substances. These effects may be through acts of omission or commission, which have an impact on the child's welfare and protection.

A suspicion or disclosure of a child being at risk due to their parents' misuse of substances should lead to a referral to the Local Safeguarding Children Partnership.

https://www.proceduresonline.com/pancheshire/cheshire_west/p_ch_par_misuse_subs.html

Domestic abuse

Domestic violence and abuse is defined as:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This definition includes 'honour' based violence (see Honour Based Violence Procedure), Female Genital Mutilation (FGM) (see Female Genital Mutilation (FGM) - Pan Cheshire Practice Guidance) and forced marriage (see Forced Marriage Procedure), and it is clear that victims are not confined to one gender or ethnic group. While the cross-government definition above applies to those aged 16 or above, 'Adolescent to parent violence and abuse' (APVA) can involve children under 16 as well as over 16.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/732573/APVA.pdf

Where there is domestic violence and abuse, the wellbeing of any children in the household must be promoted and all assessments must consider the need to safeguard the children, including unborn children.

The Local Safeguarding Children Partnership has identified the following risks to children;

https://www.proceduresonline.com/pancheshire/cheshire_west/p_dom_viol_abuse.html

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, the child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

- The emotional responses of children who witness domestic violence and abuse may include fear, guilt, shame, sleep disturbances, sadness, depression, and anger (at both the abuser for the violence and at the other parent for being unable to protect them).
- Physical responses may include stress-induced aches and pains, bedwetting, and inability to concentrate. Some children are the direct victims of other types of abuse or are injured while trying to intervene on behalf of their parent or sibling.
- The behavioural responses of children who witness domestic violence and abuse may include acting out, withdrawal, or anxiousness to please. A change in achievement or behaviour at school can be an indicator of problems at home.

Domestic violence and abuse may have a long term psychological and emotional impact in a number of ways:

- Children may be greatly distressed by witnessing (seeing or hearing) the physical and emotional suffering of a parent, or witnessing the outcome of any assault;
- Children may be pressurised into concealing assaults, and experience the fear and anxiety of living in an environment where abuse occurs;
- The domestic violence and abuse may impact negatively on an adult victim's parenting capacity;
- Children may be drawn into the violence and themselves become victims of physical abuse.

For children living in situations of domestic violence and abuse, the effects may result in behavioural issues, absence from school, difficulties concentrating, lower school achievement, ill health, bullying, substance misuse, self-harm, running away, anti-social behaviour and physical injury.

A suspicion or disclosure of domestic abuse should lead to a referral to the Local Safeguarding Children Partnership.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful

- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Appendix B gives more detailed age-specific information about the signs of abuse taken from the NSPCC guidance document (April 2014).

Part 5: Dealing with safeguarding concerns

Procedures for children with special educational needs and disabilities

Children with special educational needs (SEND) and disabilities can face additional Safeguarding challenges. The School recognises and understands that additional barriers can exist when recognising abuse and neglect in this group of children, and all staff must be vigilant about this increased vulnerability. These can include:

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

Children potentially at greater risk of harm

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.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children have a social worker, The Queen's School uses this to make informed 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).

The School also has regard to Cheshire West and Chester approach under the Trauma-informed practice response to supporting families.

Children requiring mental health support

The Queen's School recognises that schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. 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. Teachers are made aware of this through training and in this policy and are able to raise concerns to the pastoral team or, where the concern is of a safeguarding nature, via the protocol set out above for making referrals. See also page 10. The pastoral team or DSL will engage the support of professional services in making a diagnosis as is appropriate. These services may also be signposted to pupils and families for support.

Procedure for dealing with disclosures of abuse

1. **Listen carefully** to what you are being told. Try not to interrupt or prompt. Do not ask leading questions. If necessary ask open questions such as 'Is there anything else you want to tell me?', 'And?'. If possible and appropriate, take notes and ask the girl to check that they are accurate. If the disclosure is about sexual abuse it is vital that you do not try to investigate the situation.
2. **Be calm and sympathetic** but try not to display shock and do not express disbelief. Do not jump to conclusions or put words into the girl's mouth.
3. **Reassure** the girl that she was right to speak to you but do not promise confidentiality. Do not make promises that 'everything will be alright now'.
4. **Explain** that you will need to speak to the Designated Safeguarding Lead (please use the Designated Safeguarding Lead's name) about the disclosure and that she will probably need to speak to the Designated Safeguarding Lead but that you may be present too if the girl wishes.
5. **Report** the disclosure to the Designated Safeguarding Lead as soon as possible. The report must be made on the same day as the disclosure took place.
6. **Record** the disclosure in writing as soon as possible if you didn't take notes during the disclosure – this must be completed within 24 hours of the disclosure. The written record must be accurate, detailed and factual. Try to use the girl's actual words and note down any visible physical injuries. Record your observations of the girl's behaviour during the disclosure but do not give a personal opinion on either the situation or any observed behaviour. The record must be dated and signed. Give the written record to the Designated Safeguarding Lead within 24 hours of the disclosure.

Further advice:

- In the case of physical injury requiring medical attention, please alert the Designated Safeguarding Lead immediately and seek assistance from a first aider in the school office.
- In the case of physical abuse which does not require medical attention do not ask the girl to remove or adjust any clothing in order to see the bruising, mark or injury.
- Try to ensure that the disclosure takes place in a private area where there are unlikely to be interruptions. If at all possible, a Designated Safeguarding Lead should be present.
- Do not contact parents or external authorities yourself about the disclosure. [NB KCSiE updated September 2020 reminds us that anyone can contact the Local Safeguarding Children Partnership, but if at all possible we recommend that this is done through the Designated Safeguarding Lead who may have a clearer/wider picture of the girl's situation.]
- Do not discuss the disclosure with anyone other than a Designated Safeguarding Lead person.
- Refer to the Staff Code of Conduct for information about demonstrations of comfort.

Procedure for dealing with suspicions of abuse

1. **Report** your suspicions to the Designated Safeguarding Lead as soon as possible. If you feel that there may be a cause for concern about a pupil, it is your statutory duty to discuss your concerns with a Designated Safeguarding Lead.
2. **Record** your suspicions in writing as soon as possible. The written record must be accurate, detailed and factual. Note down any visible physical injuries and record your observations of the girl's behaviour but do not give a personal opinion on any observed behaviour. The record must be dated and signed. Give the written record to the Designated Safeguarding Lead as soon as possible.

If suspicions of abuse are raised by another pupil, parent or member of the public the procedure is as above.

Action of Designated Safeguarding Lead following a disclosure or report of suspected abuse

Following a verbal report the Designated Safeguarding Lead will follow the local criteria for action and the local protocol for assessment and supply information as requested by the three safeguarding partners; the

local authority (Cheshire West and Chester Safeguarding Children Partnership), the NHS commissioning group within the local authority area, and the chief officer of police in the local area.

The Designated Safeguarding Lead will confer with another member of the Designated Safeguarding Lead team if possible, although the girl who made the disclosure should not be asked to repeat her disclosure.

If there are concerns that **may** be of a Safeguarding nature, discussions will then take place – in the first instance without identifying the child in question - with front line staff in Children’s Social Care or Safeguarding Children Partnership. If it is possible that a crime has been committed the Police will also be informed. Should Safeguarding concerns then be established, it will be necessary to identify the child at that point and a formal referral to the Safeguarding Children Partnership will be made within 24 hours of the disclosure or suspicion of abuse.

It is good practice to discuss concerns with parents but this will only be done if it does not place the girl at increased risk of harm. The girl’s views will be taken into consideration on the matter of contacting parents.

Accurate records will be kept at all stages of the process. Records relating to Safeguarding issues will be stored in the restricted access area of 3Sys (the school’s management information system) – this area can only be accessed by the Headmistress and Designated Safeguarding Leads.

Procedure for dealing with allegations against a member of staff

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. This guidance is followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

If an allegation of abuse is made about a member of the teaching staff, supply staff, support staff, governing body, someone working for externally managed services within the school, a volunteer or a Designated Safeguarding Lead, the Headmistress should be informed immediately. If the Headmistress is absent, the allegation should be passed to the Chair of Governors immediately. The colleague about whom the allegation has been made should not be informed. In a case of serious harm, the Police will be informed from the outset. If an allegation of abuse is made about the Headmistress, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Headmistress first.

All allegations of abuse against a member of staff will be reported to the Local Authority Designated Officer (LADO). The LADO’s first step will be to discuss the allegation with the Headmistress to confirm details of the allegation and to establish whether there is sufficient substance in the allegation to warrant an investigation. Contact details for the LADO are printed at the end of the policy. The full procedures for

dealing with allegations against staff can be found in Part 4 of Keeping Children Safe in Education (Updated September 2020).

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. All staff must remember that the welfare of the child is paramount. The school's **Whistleblowing Policy** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

For the procedure to make a referral to LADO, use the following link

<https://www.cheshirewestscp.co.uk/policy-and-procedures/allegations-management-lado/>

This link includes a guide to a procedure that should be followed and a link to a form that must be completed.

Supply teachers.

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst The Queen's School is not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances would we cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Headteacher should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, The Queen's School will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Part 6 Other aspects of Safeguarding

Safer recruitment

The school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (updated September 2019) together with the Local Safeguarding Children Partnership and the school's individual procedures.

See also Safer Recruitment Policy.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide two referees, including at least one who has recent experience of the applicant working with children and who can comment on the applicant's suitability to work with children
- provide original evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- be checked in accordance with the Childcare Disqualification regulations 2009 updated August 2018 (disqualification from childcare) and reminded annually of their legal obligation to inform the Headmistress immediately if their position regarding disqualification changes
- provide evidence of their right to work in the UK
- be interviewed.

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities. **Please see the Recruitment Policy for further information regarding safer recruitment.**

If the required checks are not completed before the first date of employment, the member of staff is subject to the visitor policy and measures are put in place to ensure the member of staff is supervised.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding policy and identification of their child protection training needs. All staff sign to confirm they have read and understood the Safeguarding policy and KCSIE part 1. Induction of new staff includes Prevent and online safety training. **More information can be found in the Safeguarding training policy.**

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked. The school maintains a single central record of recruitment checks undertaken.

The school will promptly report to the DBS and TRA (Teaching Regulation Agency) any person (whether employed, contracted, a volunteer or student) whose services are no longer used for a regulated activity and the DBS referral criteria are met, that is they have caused harm or posed a risk of harm to a child.

Coaches and Volunteers

Coaches and volunteers, including governors, will undergo checks commensurate with their work in the school and contact with pupils. Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance. All such volunteers are given an induction in the school's Safeguarding procedures.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate. Upon signing in to the school office, contractors will be shown the Safeguarding notice so that they understand how to report any concerns about a child. **See also Visitor policy and Supervision of Pupils policy.**

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's Safeguarding and health and safety regulations to ensure children in school are kept safe. Visitors should be escorted or supervised while on site during school hours or in areas where pupils are expected to be after hours eg in after-school clubs.

There are occasions whereby pupils may be on site during non-term time for example for revision classes. The teacher must ensure that pupils are supervised at all times and that the Estate manager knows about the presence and whereabouts of pupils in school.

See also Visitor policy and Supervision of Pupils policy.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

See Safer Recruitment policy and visitors policy.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective Safeguarding arrangements are in place. Pupils would not be allowed to attend off-site activities unless the School is satisfied that effective safeguarding arrangements are in place.

See also Educational visits policy.

Confidentiality and sharing information

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

All staff will understand that Safeguarding issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, nominated governor, headmistress or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Keeping Children Safe in Education (updated September 2019) emphasises that any member of staff can contact children's social care if they are concerned about a child or feel that the Designated Safeguarding Lead has not handled their concerns effectively.

Safeguarding information will be stored and handled in line with the General Data Protection Regulation (GDPR). Access to written and electronic information will be given on a "need-to-know" basis. Staff have been trained to process information in line with the School's Data Protection Policy, Information Security Policy and Information and Records Retention Policy (Internal). Should it be necessary for other agencies to have access to information held by the School, this will be done on the basis set out in the School's privacy

policies.

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 Safeguarding records, they will refer the request to the headmistress or Designated Safeguarding Lead. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

See also the Acceptable Use of IT policy and E Safety policy

KCSiE is very clear that GDPR must not be a barrier to safeguarding, however due care must be given to protecting such sensitive material. As such, notes added to 3sys with a Safeguarding designation can only be viewed by the DSL and the deputies.

The following resources may be helpful;

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Admissions and leavers

We follow the procedures of Cheshire West and Chester Education authority for safeguarding pupils at the key points of transition within education;

<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/early-years-and-childcare/education-welfare-service/education-welfare-service.aspx>

When a pupil joins the school, the Admissions Manager requests the return of any safeguarding records held by the previous school where applicable. These are returned to the DSL and added to 3sys. For internal progression from Lower School to Senior School, one information management system is used so this request is unnecessary but the Lower School will bring to the attention of the Senior School DSL and Head of Key Stage 3 any concerns held.

When a child leaves the school to attend a different school, the receiving school will contact The Queen's School to request safeguarding records. Safeguarding records held about a pupil will be transferred from the DSL to the DSL of the receiving school. This is the normal process but the DSL would follow up by contacting the receiving school if records are held and are not requested within a reasonable amount of time. This will be done via secure email.

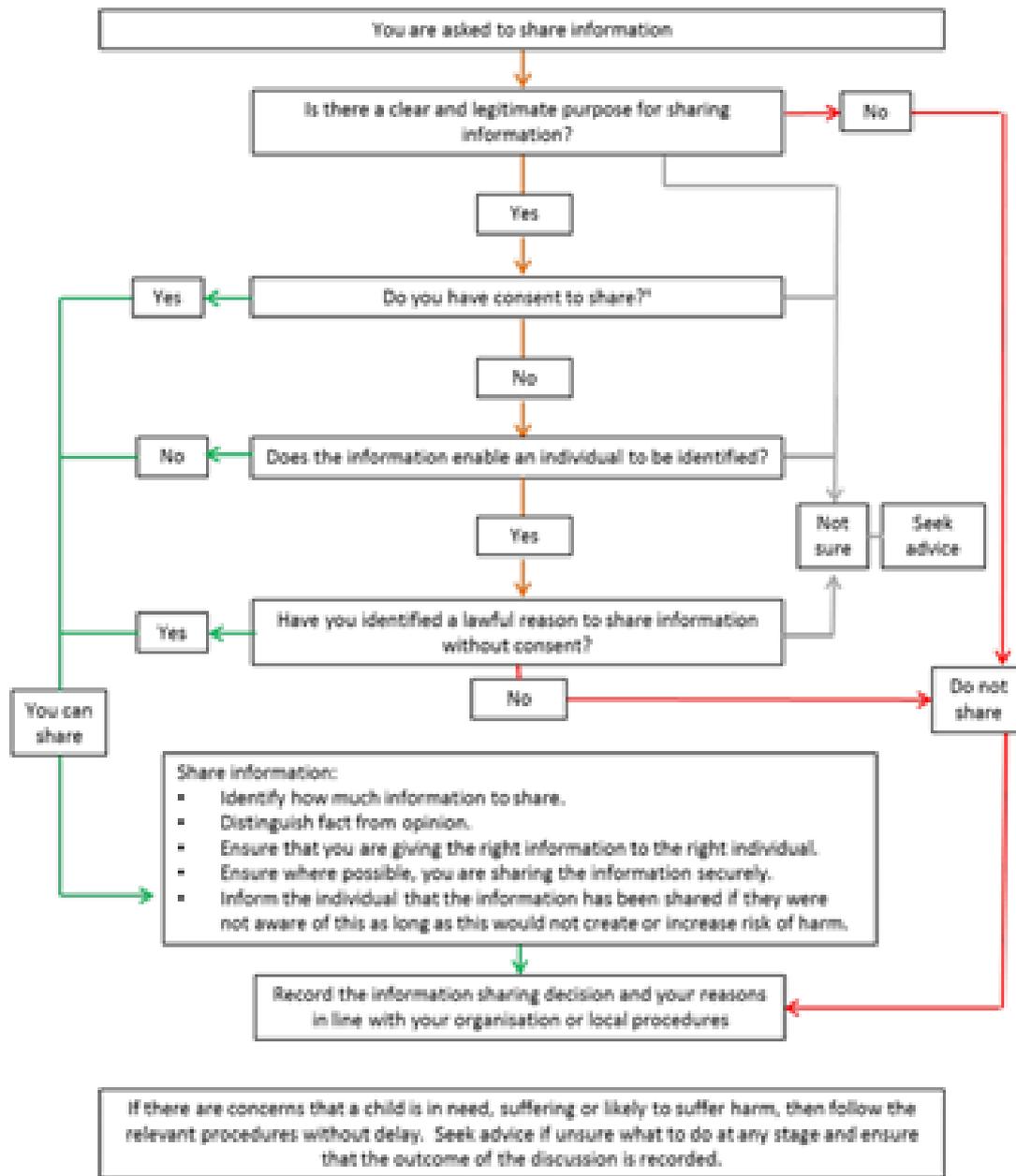
The Admissions Manager is required to report pupils leaving the school to join another school to Cheshire West and Chester Education authority. The Admissions Manager will seek to find out the school the pupil will be joining and will submit the information to the local authority. The Admissions manager will also report pupils added to the roll. The Admissions Manager liaises with the local authority to ensure that the requirements regarding missing children from education are met in this regard. All email communication is via secure email.

See also the **Information & Records Retention Policy Internal**.

Further advice on sharing information can be found;

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and Anti-Bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

Within tutor time, assemblies, the PSHE programme and some curriculum time, The Queen's School provides a safe environment for debating controversial issues and helping pupils to understand how they

can influence and participate in decision-making. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020.

We do promote the spiritual, moral, social and cultural development of pupils and, within this, Fundamental British Values. We will continue to ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council.

Further guidance on promoting British values:

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

EYFS Policy for Use of Cameras and Mobile Phones/Devices.

To ensure the safety and welfare of the pupils in the Early Years Foundation Stage at The Queen's Lower School, this policy outlines the protocols for the use of personal mobile phones/ devices and cameras. The procedure applies to all staff teaching at the Lower School.

- Personal mobile phones, cameras and video recording equipment cannot be used when in the presence of pupils on the school premises, including the swimming pool.
- All mobile phones must be stored securely out of reach within the setting during contact time with pupils. (This includes staff, visitors, parents, volunteers and students). In all teaching areas staff are expected to store their personal belongings securely away – out of sight and use.
- Staff ensure that no parent uses their mobile phone or IT camera facility whilst inside the school buildings, in the swimming pool or around the grounds when pupils are present. Staff monitor this and intervene if necessary.
- Mobile phones must not be used in any teaching area within the setting or within the bathroom/toilet areas of the school when pupils are present.
- In the case of a personal emergency staff should use the school telephone primarily. It is the responsibility of all staff to make families aware of the school telephone numbers. It is, however, permissible for staff to use their mobile telephones in a completely private location such as the Head of Lower School or Deputy Head's office.
- Personal calls may be made in non-contact time within the teaching areas as long as no pupils are present.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. School equipment only should be used. All teaching staff and most Teaching Assistants have a school iPad.
- Photographs and recordings can only be transferred to and stored on a school iPad or server before printing.
- All telephone contact with parents/carers should be made on the school telephone from the school office.
- During group outings (trips) nominated staff will have access to the school mobile telephone and the individual member of staff's school iPad. In the case of emergencies, the school mobile telephone should be used for all contact purposes. Staff may carry their own mobile telephones on their person, however they should **only** be used in emergencies.
- In the case of school productions and pupil events such as sports days, parents/carers are permitted to take photographs/video footage **of their own child** in accordance with school protocols. However, we strongly advise against the publication of any such photographs on social networking sites.

Appendix A - The role of the Designated Safeguarding Lead

It is the duty of the School to ensure that our pupils are provided with the highest protection whilst in our care and, as far as is possible, during their time outside school. As part of our Safeguarding policy we appoint a Designated Safeguarding Lead to take lead responsibility for the child protection and Safeguarding provision in our school including online safety. The Designated Safeguarding Lead is a member of the Senior Leadership Team.

The training and professional development of the Designated and Deputy Designated Safeguarding Leads is ongoing, in order to enable them to deal effectively with changing child welfare concerns and the extra responsibilities that the job requires. This means being able to identify possible abuse, and knowing the right level of action to take, depending on the individual situation and circumstances.

The school will ensure that the Designated Safeguarding Lead person attends relevant new or refresher training throughout their time in this role to make sure that they are up to date with all statutory policy and legislation and in the best position to deal with concerns, incidents and allegations, as well as feed back to the rest of the school staff, including school governors, on updated Safeguarding provisions and policies, and any available support resources. The designated safeguarding lead attends the level 3 safeguarding training on appointment and a refresher course every two years thereafter.

The purpose of the Designated Safeguarding Lead is to:

- ensure that Safeguarding policies and procedures are correctly in place, all laid out clearly, and are accessible to all staff and parents
- ensure that that all staff, pupils, and parents are familiar with and understand all aspects of the school's Safeguarding provision. All staff are required to sign a form to indicate that they have read and understand the Safeguarding policy and it is the Designated Safeguarding Lead's responsibility to oversee this.
- ensure that the school operates in line with, and the staff are up to date with, all Safeguarding legislation including the Prevent strategies and that information, support, and resources on the topic of child protection and Safeguarding are readily accessible to all staff, parents and pupils
- be a personal advisor to all staff, pupils and parents and to promote their role to ensure that everyone is aware of who they are and how to contact them
- be the first point of contact for any staff, pupils, or parents who have concerns about a child's welfare and to support staff who make referrals to local authority children's social care. Especially liaising with pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEND, on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- notify children's social care if a child with a child protection plan is absent for more than two days without explanation
- coordinate the school's contribution to child protection plans
- attend and/or contribute to child protection conferences
- refer concerns to the relevant external agencies as required by individual circumstances
- be a link from the school to external agencies concerning Safeguarding and child protection
- use their specialist skills and training in Safeguarding to support the identification of possible abuse and decide on actions that need to be taken
- ensure that *all* staff are taking responsibility and following procedure for the Safeguarding of the school's pupils
- Ensure that allegations against staff, pupils, parents or carers are dealt with according to statutory requirements and guidance, and as set out in the Safeguarding policy to include referral to the Disclosure and Barring service, as required, where a person is dismissed or left due to risk/harm to a child as soon as possible.
- refer cases where a crime may have been committed to the Police as required
- must consider a holistic view of the child and not treat any concern in isolation

Outcomes of the role

- The Designated Safeguarding Lead acts in accordance with the school policy and procedures
- The Safeguarding policy is easily accessible to all staff (including temporary staff), volunteers, parents, pupils and school governors and they are fully aware of how to access it and what it contains
- Children are aware of the role of the Designated Safeguarding Lead; and when and how to contact them
- Parents are aware of the school's process of investigation and its procedure for contacting child protection services when and if required. This is to avoid conflict or allegations of misinformation from parents if this action is taken for any reason
- There is an open-door policy for staff, pupils, and parents which enables concerns to be raised quickly and confidentially
- There is an organised training programme for all school staff, including updates on new legislation, Safeguarding resources, and what to do if they have a concern
- All information regarding individual pupils is transferred from feeder schools or to receiving schools during any school transfers. Meetings may be set up between the Designated Safeguarding Leads from either school to discuss continued provision and child welfare support
- When a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- There are strong links, regular communication and good understanding between the Designated Safeguarding Lead and external agencies
- All concerns are recorded, reported and referred as required depending on the Designated Safeguarding Lead's judgement and, in the case of allegations against professionals, in consultation with the LADO
- Detailed and accurate records of complaints, concerns, issues, investigations, and outcomes are kept securely
- All personal information is shared only on a need-to-know basis and is handled and stored according to data protection requirements
- The Designated Safeguarding Lead has regular meetings with the headmistress and the governor with responsibility for Safeguarding named to monitor and evaluate school Safeguarding provision and discuss particular concerns or issues
- There are open channels of communication between all parties involved in an investigation of an allegation. Parents, social workers *[etc]* are informed in advance of meetings, parents evenings, progress report meetings and action planning meetings; everyone is kept up to date and able to prepare for and attend necessary meetings

Further detail on the role of the Designated Safeguarding lead and responsibilities for the needs of children with a social worker and suggestions for actions that could be taken to promote these children's educational outcomes can be found in Annexe B of Keeping Children Safe in Education September 2020.

Appendix B Recognising the signs of abuse

(Taken from the NSPCC guidance document published in 2015)

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below. Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- regularly experiencing nightmares or sleeping problems.
- changes in personality.
- outbursts of anger.
- changes in eating habits.
- showing an inexplicable fear of particular places or making excuses to avoid particular people.
- self-harming (including head banging, scratching, cutting).
- not receiving adequate medical attention after injuries.
- showing violence to animals, toys, peers or adults.
- knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- lacking in confidence or often wary/anxious.
- regressing to the behaviour of younger children.
- regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

Infancy to preschool

- doesn't cry or respond to parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
- late in reaching developmental milestones such as learning to speak, with no medical reason.
- acting out excessive violence with other children.
- significantly underweight but eats well when given food.
- talks of being left home alone or with strangers.

Middle childhood

- talks of being left home alone or with strangers.
- lacks social skills and has few if any friends.
- shows lack of attachment to a parent.
- becomes secretive and reluctant to share information.
- acting out excessive violence with other children.

School age (5 to 16 years)

- reluctant to go home after school.
- unable to bring friends home or reluctant for professionals to visit the family home.
- poor school attendance and punctuality, or late being picked up.
- parents show little interest in child's performance and behaviour at school.
- parents are dismissive and non-responsive to professional concerns.
- is reluctant to get changed for PE etc.
- wets or soils the bed.
- acting out excessive violence with other children.

Adolescence

- drinks alcohol regularly from an early age.
- is concerned for younger siblings without explaining why.
- becomes secretive and reluctant to share information.
- talks of running away.
- shows challenging/disruptive behaviour at school.
- is reluctant to get changed for PE etc.

Physical abuse

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation. Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

Bruising

- bruises on the cheeks, ears, palms, arms and feet.
- bruises on the back, buttocks, stomach, hips and backs of legs.
- multiple bruises in clusters, usually on the upper arms or outer thighs.
- bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
- large oval shaped bite marks.

Burns or scalds

- any burns which have a clear shape of an object, e.g. cigarette burns.
- burns to the backs of hands, feet, legs, genitals, or buttocks.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

There are other signs and indicators of abuse that are age specific.

Sexual abuse

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

'Normal' sexual behaviour in children

Infancy to pre-school

- kisses and hugs others.
- is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- talks about private body parts.
- uses words such as 'poo', 'bum' and 'willy' freely.
- plays 'house' or 'doctor' games.
- shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

Middle childhood

- kisses and hugs others.
- displays an interest in others' private body parts but is aware of the need for privacy.
- talks about and occasionally shows private body parts to others.
- uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- sometimes uses swear words and/or 'sex' words copied from others.
- plays 'house' or 'doctor' games.

- sometimes touches or rubs own genitals, or masturbates as a comfort habit.

Pre-adolescent children (aged 10 to 12 years)

- kisses, hugs, and may 'date' others.
- is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.
- may ask questions about relationships and sexual behaviour.
- may look at sexual pictures including internet images.
- masturbates in private.

Adolescents (aged 13 to 16 years)

- kisses, hugs, dates others, may have longer term relationships.
- is interested in and asks questions about body parts, relationships and sexual behaviour.
- is aware of the need for privacy.
- uses sexual language and talks about sexual acts with peers.
- may look at sexual pictures including internet images.
- masturbates in private.
- experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:

Infancy to pre-school

- talking about sexual acts or using sexually explicit language.
- having sexual contact with other children.
- using toys or other objects in a sexual way.
- becoming withdrawn or very clingy.
- physical signs such as anal or vaginal soreness or an unusual discharge.

Middle childhood

- masturbating in public.
- showing adult-like sexual behaviour or knowledge.
- using toys or other objects in a sexual way.
- becoming withdrawn or very clingy.
- physical signs such as anal or vaginal soreness or an unusual discharge.

Adolescence

- masturbating in public.
- having sexual contact with younger children or older adults.
- pregnancy when the child does not have a boyfriend.
- sexually transmitted diseases.

Neglect

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a GP; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers

- not taking the child to see a doctor when they are ill or have been injured.

There are other signs and indicators of neglect that are age-specific.

Infancy to pre-school

- frequent and untreated nappy rash.
- child has numerous accidental injuries and the explanations given suggest a lack of supervision.
- immunisations are not up to date.
- child is significantly underweight but eats well when observed.

Middle childhood

- child has poor school attendance and punctuality and is often picked up late at the end of the day.
- a child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- parents are unsupportive and uninterested in the child's education or behaviour.
- a child frequently appears to be hungry and does not have a packed lunch or money to buy food.

Adolescence

- a child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- a child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

Emotional abuse

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

Infancy to pre-school

- over-affectionate towards strangers or people they haven't known for very long.
- lacks confidence and is often wary or anxious.
- displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- is frequently aggressive or nasty towards other children and animals.

Middle childhood

- frequently soils the bed.
- language and behaviour are not socially appropriate.
- struggles to control strong emotions.
- shows lack of attachment to a parent.
- lacks social skills and has few if any friends.
- self-harms, e.g. scratching, head banging.

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

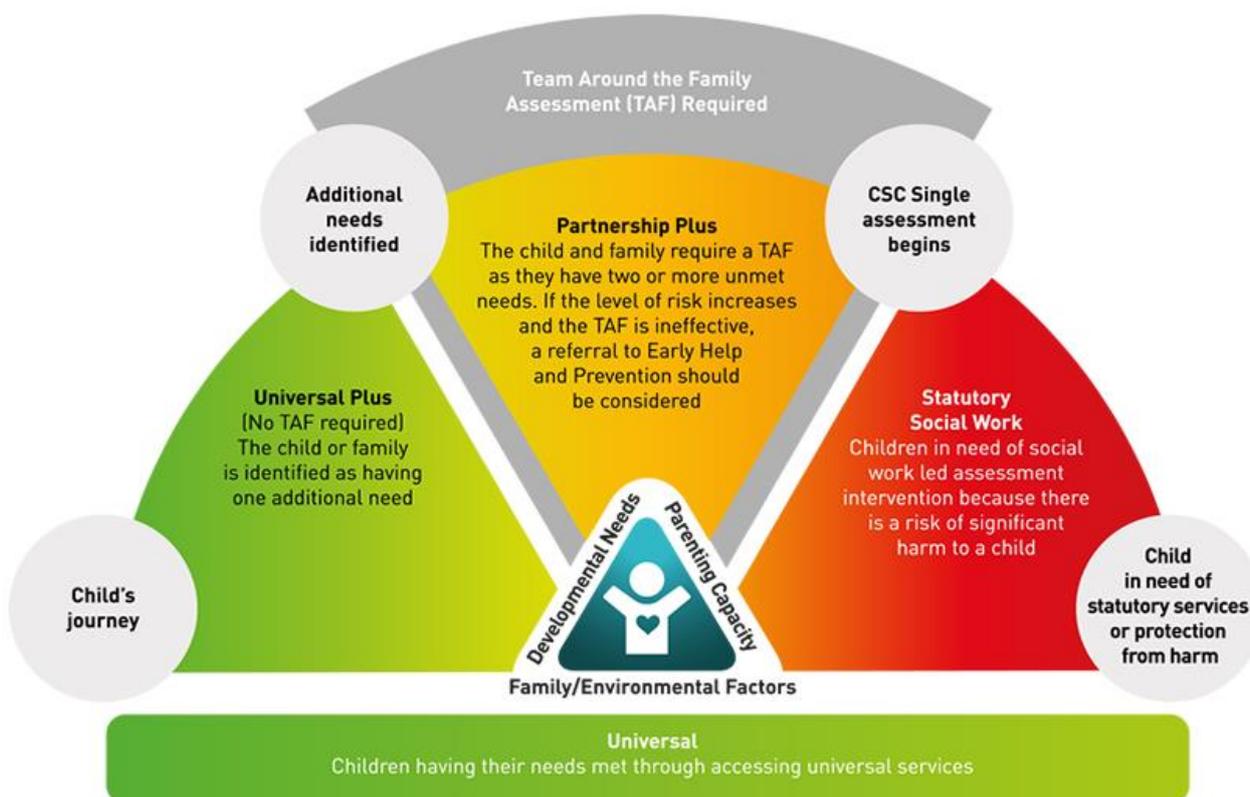
Appendix C – Cheshire West and Chester referrals procedure.

KCSiE 2019 is very clear that all staff need to know how to make a referral to the Local safeguarding children partnership.

It must be remembered that our pupils come from a diverse geographical area and therefore there may need to be reference made to the particular procedures in place in those other areas.

The continuum of need

The West Cheshire Continuum of Need was revised and relaunched in October 2016 and sets out how to access early support, the thresholds for single and multi-agency interventions at all levels, and when to consider a referral for a social care led 'single assessment'.



<https://www.cheshirewestscp.co.uk/professionals/continuum-of-need/>

Making a referral

https://www.proceduresonline.com/pancheshire/cheshire_west/p_referrals.html

1. Introduction

Anyone who has concerns about a child's welfare can make a referral to Children's Social Care. Referrals can come from the child themselves, professionals such as teachers, the Police, GPs and health visitors as well as family members and members of the public.

Referrals to Children's Social Care services usually fall in to three categories:

- Requests for information from Children's Social Care;
- Provision of information such as notifications about a child;
- Requests for services for a child which will be in the form of a referral.

Children's Social Care has the responsibility to clarify with the referrer the nature of the concerns and how and why they have arisen.

The local Thresholds of Need Guidance contains information about the criteria for making and receiving referrals.

The child must be seen by a qualified social worker as soon as possible following a referral and the child's needs and safety remain paramount at all times.

2. The Duty to Refer

All professionals have a responsibility to refer a child to Children's Social Care under section 11 of the Children Act 2004 if they believe or suspect that the child:

- Has suffered significant harm;
- Is likely to suffer significant harm;
- Has a disability, developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent) under the Children Act 1989;
- Is a Child in Need whose development would be likely to be impaired without provision of services.

When professionals make a referral to Children's Social Care, they should include any pre-existing assessments such as an Early Help Assessment or a Common Assessment (CAF) in respect of the child. Any information they have about the child's developmental needs and the capacity of their parents and carers to meet these within the context of their wider family and environment should be provided as a part of the referral information.

The referrer must always have the opportunity to discuss their concerns with a qualified social worker.

3. Making a Referral

For all referrals to Children's Social Care, the child should be regarded as potentially a Child in Need, and the referral should be evaluated on the same day that it was received. A decision about the type of response that is required must be made by a qualified social worker, supported by line manager, within one working day.

New referrals and referrals on closed cases should be made to the Children's Social Care duty social worker. Referrals on open cases should be made to the allocated social worker for the case (or in their absence their manager or the duty social worker).

The referrer should provide information about their concerns and any information they may have gathered as part of an assessment that may have taken place prior to making the referral. The referrer will be asked for information about some of the following:

- Full names (including aliases and spelling variations), date of birth and gender of all child/ren in the household;
- Family address and (where relevant) school / nursery attended;
- Identity of those with parental responsibility and any other significant adults who may be involved in caring for the child such as grandparents;
- Names and date of birth of all household members, if available;
- Where available, the child's NHS number and education UPN number;
- Ethnicity, first language and religion of children and parents;
- Any special needs of children or parents;

- Any significant/important recent or historical events/incidents in child or family's life;
- Cause for concern including details of any allegations, their sources, timing and location;
- Child's current location and emotional and physical condition;
- Whether the child needs immediate protection;
- Details of alleged perpetrator, if relevant;
- Referrer's relationship and knowledge of child and parents;
- Known involvement of other agencies / professionals (e.g. GP);
- Information regarding parental knowledge of, and agreement to, the referral;
- The child's views and wishes, if known.

Other information may be relevant and some information may not be available at the time of making the referral. However, there should not be a delay in order to collect information if the delay may place the child at risk of significant harm.

The parents' permission should be sought before discussing a referral about them, unless permission-seeking may itself place a child at risk of significant harm. Where a professional decides not to seek parental permission before making a referral to Children's Social Care, the decision must be recorded in the child's file with reasons, dated and signed and confirmed in the referral to Children's Social Care.

All referrals from professionals should be confirmed in writing, by the referrer, within 48 hours. If the referrer has not received an acknowledgement within 3 working days, they should contact Children's Social Care again.

4. Receiving a Referral (What the Local Safeguarding Children board should do)

The social worker will discuss the concerns with the referrer and consider any previous records held in relation to the child and family. The social worker will establish:

- The nature of the concerns;
- How and why they have arisen;
- The child's views, if known;
- What the child's and the family's needs appear to be;
- Whether the family are aware of the referral and whether they are in agreement with it or not;
- Whether the concern involves abuse or neglect; and
- Whether there is any need for any urgent action to protect the child or any other children in the household or community.

A decision to discuss the referral with other agencies without parental knowledge or permission should be authorised by a Children's Social Care manager, and the reasons recorded.

This checking and information gathering stage must involve an immediate assessment of any concerns about either the child's health and development, or actual and/or potential harm, which justify further enquiries, assessments and / or interventions.

Interviews with the child, if appropriate, should take place in a safe environment. All interviews with the child and family members should be undertaken in their preferred language and where appropriate for some people by using non-verbal communication methods.

The Children's Social Care manager should be informed by a social worker of any referrals where there is reasonable cause to consider Section 47 Enquiries and authorise the decision to initiate action. If the child and / or family are known to professional agencies or the facts clearly indicate that a Section 47 Enquiry is

required, Children's Social Care should convene a Strategy Meeting/Discussion immediately, and together with other agencies determine how to proceed.

The Police must be informed at the earliest opportunity if a crime may have been committed. The Police should assist other agencies to carry out their responsibilities, where there are concerns about the child's welfare, regardless of whether or not a crime has been committed.

5. Concluding a Referral

At the end of the referral discussion, the referrer and Children's Social Care should be clear about the proposed action, who will be taking it, timescales and whether no further action will be taken.

Referral outcomes about a child, where there may be concerns, typically fall in to four categories and pathways;

- No further action, which may include information to signpost to other agencies;
- Early help - referrals for intervention and prevention services within the Common Assessment Framework and Early Help services range of provision;
 - Child in Need services - assessment to be undertaken by Children's Social Care (Section 17 Children Act 1989);
 - Child Protection services - assessment and child protection enquiries to be undertaken by Children's Social Care (Section 47 CA 1989) with active involvement of other agencies such as the Police.

Whatever the outcome of a referral, it should have been assessed by a qualified social worker and the outcome / next steps agreed with the relevant line manager within the time scale of one working day. The Children's Social Care manager must approve the outcome of the referral and ensure that a record has been commenced and/or updated.

The social worker should inform, in writing, all the relevant agencies and the child, if appropriate, and family of their decisions and, if the child is a Child in Need, of the plan for providing support.

In the case of referrals from members of the public, feedback must be consistent with the rights to confidentiality of the child and their family.

If the referrer disagrees with the decisions made by Children's Social Care about the outcome of the referral, they may consider making a complaint under the local authority complaints procedure or raise the matter under Pan Cheshire Multi Agency Escalation Policy.

The child and parents should be routinely informed about local procedures for raising complaints, if they wish to, and local advocacy services.

Appendix D- Useful contacts

Cheshire West and Chester Integrated Access and Referral Team (8:30-5 Mon-Thurs, 8:30-4:30 Fri)	0300 123 7047
Cheshire West and Chester Integrated Access and Referral Team Out of Hours	01244 977277
Cheshire Police	0845 458 0000 (999 in an emergency)
Cheshire West and Chester LADO The Children's Safeguarding Unit, 4 Civic Way, Ellesmere Port, Cheshire.	0151 337 4570 Fax: 0151 355 4692
Flintshire LOCAL SAFEGUARDING CHILDREN PARTNERSHIP	01352 701000/ 0345 053 3116 (out of hours)
Wrexham LOCAL SAFEGUARDING CHILDREN PARTNERSHIP	01978 292039/ 0845 053 3116 (out of hours)
Denbighshire LOCAL SAFEGUARDING CHILDREN PARTNERSHIP	01824 712200/ 0345 053 3116 (out of hours)
Conwy LOCAL SAFEGUARDING CHILDREN PARTNERSHIP	01492 575111/ 01492 515777 (out of hours)
Denbighshire/Conwy Police	0845 607 1002
Cheshire East Integrated Access and Referral Team (8:30-5 Mon-Thurs, 8:30-4:30 Fri)	0300 123 5012
Cheshire East Integrated Access and Referral Team Out of Hours	0300 123 5022
Wirral – Central Advice and Duty Team	0151 606 2008
Wirral – Central Advice and Duty Team	0151 677 6557
NSPCC	0808 800 5000
Childline	0800 1111
DBS PO Box 181, Darlington, DL19FA	01325 953 795
OFSTED Whistleblower Hotline	0300 123 3155
TRA (Teacher Regulation Agency)	0207 5935393

Appendix E – Online safety

Additional information taken from KCSIE September 2020. See also E Safety policy.

Annex C: Online safety

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

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

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety, are discussed at paragraph 93-95. Resources that could support schools and colleges include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

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

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

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

119 The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like:

UK Safer Internet Centre: appropriate filtering and monitoring.

Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

119 The Prevent duty Departmental advice for schools and childcare providers and Prevent Duty Guidance For Further Education Institutions

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the department has provided

advice to support schools and colleges do so safely: safeguarding-in-schools-colleges and-other-providers and safeguarding-and-remote-education

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 89) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 93), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

See also page 105 of KCSIE September 2020 for sources of information and support.

Appendix F- Information on safeguarding risks

Taken directly from Annex A of KCSIE September 2020. The guidance states that all staff must read this section as well as Part One of KCSIE and therefore it is reproduced here in its entirety. Pages 94-96 of KCSIE also contains links to sources of information and advice.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrenched conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be 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 can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

County lines

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

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The

victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

Domestic abuse

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

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

Operation Encompass

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse.](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

Forced marriage

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmunit@fco.gov.uk.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹⁰⁴ that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁵ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Preventing radicalisation

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

- **Extremism**¹⁰⁶ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation**¹⁰⁷ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**¹⁰⁸ 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.

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 should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should 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.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁰⁹ to the need to prevent people from being drawn into terrorism".¹¹⁰ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance: for further education institutions](#) in England and Wales that applies to colleges.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn

into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Additional support

The department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#) is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual

harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹¹¹ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?¹¹² Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹¹³

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹¹⁴ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and
 - upskirting.

Upskirting¹¹⁵

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes 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.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).