

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 2023
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf
- Working Together guidance 2023
<file:///C:/Users/cliones/Downloads/Working%20Together%20to%20Safeguard%20Children%20Dec%202023%20-%20Highlighted.pdf>
- RSE guidance 2019. Please see separate policy for further details.
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Information sharing guidance
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Safeguarding for charities
<https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees>
- Filtering and monitoring standards
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>
- Prevent 2021
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

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 \(July 2015\)](#)

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 (2023) 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 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.cescp.org.uk/homepage.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/service/childrens-social-care>
Denbighshire <https://www.denbighshire.gov.uk/en/health-and-social-care/children-young-people-and-families/report-a-child-at-risk.aspx>
Shropshire <https://www.shropshire.gov.uk/childrens-social-care-and-health/do-you-think-a-child-is-being-harmed-or-is-at-risk/>
Liverpool <https://liverpoolscp.org.uk/scp>

The DSL will always liaise with the appropriate authority as is the expectation under the Working Together guidance.

Relevant School policies

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

7b Whistleblowing

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 B of KCSIE. 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

Child on child sexual abuse and sexual harassment policy

Safer recruitment policy

IT acceptable use policy

PSHE policy which also contains details of the RSE statutory guidance

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 September).

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. **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

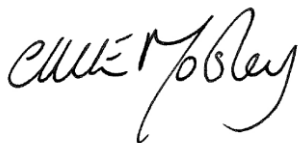
The nominated safeguarding governor is Rev.d Dr Lesley Cooke

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 (DSLs) 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). This includes online safety and understanding the filtering and monitoring systems and processes in place. 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 (DSL) 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 DSLs have a duty to monitor the welfare of any pupils who are considered by the Local Authority (LA) to be in need of a child protection plan and will provide information as required to support inter-agency work. The DSL and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

The NPCC guidance linked here, should help DSLs understand when they should consider calling the police and what to expect when they do.

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

The DSLs 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. DSLs 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 DSL following a disclosure to a member of staff, please see Part 4 of this policy.

In the event that the DSL is unable to perform their duties, the Headteacher will assume overall responsibility for the day-to-day duties of the role, delegating to deputy designated safeguarding leads as appropriate.

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 **Part One of Keeping Children Safe in Education and Annexe B** All disclosures of abuse and suspicions of abuse should be reported to the DSL or a deputy without delay. Referral to the DSL 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 DSL 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 7 of this policy.

All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include;

- The safeguarding policy
- Policy and procedure to deal with Child on child abuse (see separate policy)
- behaviour policy which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (see separate policy)
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing (see separate policy)
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the DSL (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 staff should be particularly alert to the potential need for early help for a child who:

- is disabled;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

- is at risk of being radicalised
 - is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse⁵⁴
- is misusing drugs or alcohol themselves
 - is suffering from mental ill health
 - has returned home to their family from care
 - is a privately fostered child⁵⁵
 - has a parent or carer in custody⁵⁶
 - is missing education⁵⁷, or persistently absent from school, or not in receipt of fulltime education
 - has experienced multiple suspensions and is at risk of, or has been permanently excluded

Taken from Working Together guidance 2023

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

The School recognises that the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

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 DSL and undertake brief Safeguarding training. They will be asked to read this policy and sign to say they have understood it.

Although the DSL or a deputy should always be available to discuss safeguarding concerns if, in exceptional circumstances, the DSL (or a 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 DSL (or a deputy) as soon as is practically possible.

Supporting pupils with SEND, disabilities and medical conditions

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO. The schools will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Further information on the training of staff can be found in Appendix E of this document.

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 duty includes online safety and understanding the filtering and monitoring systems and processes in place. The governing body will ensure that any Safeguarding deficiencies are remedied without delay by liaising with the Headmistress and DSL.

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 procedures for managing allegations 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.

Governors should read Part 2 of Keeping Children Safe in Education to ensure they understand their role and responsibility. The Education (Independent School Standards) Regulations 2014 apply a duty to proprietors of independent schools to ensure that arrangements are made to safeguard and promote the welfare of children all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

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.

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

Abuse may be committed by adult men or women and by other children and young people (child on child 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

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 the 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. NB in the Working Together guidance released in December 2023 includes the following in its definition of abuse;

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others

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 (child on child 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 special educational needs and disabilities (SEND) and LGBTQ (lesbian, gay, bisexual, transgender, queer) 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 caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education

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

Definitions taken from *Working Together to Safeguard Children* (2023).

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 DSL or a deputy.

Other safeguarding risks

NB All staff must read Annex B in addition to Part One of KCSIE in addition to the information contained below.

Child on Child abuse

The School has regard for the seriousness of child on child abuse as defined in KCSIE and will not tolerate behaviours defined by the guidance. All staff should be aware that children can abuse other children. All instances of child-on-child abuse must be reported to the DSL.

Child on child abuse can take place online as well as face-to-face. It may happen inside or outside school. The School will respond to incidents of child on child abuse that happen online or outside of school, as well as in school, and all pupils are encouraged to report such incidents knowing that they will be taken seriously and responded to. Pupils can raise concerns to a member of staff knowing that their concerns will be treated confidentially (insofar as is appropriate whilst also ensuring pupils are safeguarded from harm) and will be taken seriously.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school acknowledges that even though child on child abuse may not be reported, it can still be taking place and is simply not being reported. Measures to mitigate against this are taken by educating pupils through the PSHE programme and in tutor time how to respond to child-on-child abuse including sexual abuse and sexual harassment. Staff are trained to respond to concerns. See also Anti-bullying policy and Child on Child sexual abuse and harassment policy for further details and procedures.

1. 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 anti-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 DSL 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>

2. Sexual abuse and sexual harassment

NB All staff must read section 5 of KCSIE in addition to the information below.

See also the Child-on-child sexual abuse and sexual harassment policy.

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 child-on-child 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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Staff who become concerned about a pupil's sexual behaviour should speak to the DSL 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 (“nudes”) 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 DSL will engage the local Safeguarding Children Partnership.

When there has been a report of sexual violence, the DSL (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.
- importance of understanding intra familial harms and any necessary support for siblings following incidents

Risk assessments will be recorded (written or electronic) and will be kept under review. The DSL (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 DSL 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

3. 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’ and ‘nudes’ is now in common usage.

As it is a criminal offence to possess, distribute, show and make indecent images of children, any disclosure of information about an incidence 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 must be reported to the DSL. The Police will also be informed where appropriate.

See also the guidance for schools;

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

LGFL 'Undressed' provides advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

<https://undressed.lgfl.net/>

Further information from the NSPCC:

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

Cybercrime

See also E Safety policy

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Online challenges and hoaxes

See also E safety policy

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

This guidance contains support for schools when dealing with online challenges and hoaxes. A hoax is a deliberate lie designed to seem truthful, and online challenges generally involve users recording themselves taking a challenge, and then distributing the video through social media channels, inspiring or daring others to repeat the challenge.

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 entrench 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.

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

<https://helpwithchildarrangements.service.justice.gov.uk/>

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 that 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 DSL.

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

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

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

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

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

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.

All staff should be aware that there are factors that increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. 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).

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. See also Missing Child policy and Supervision of Pupils policy. The school will co-operate with any police investigation and respond to any court orders.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. The school has a designated local PCSO who is available to support the school when needed. Concerns will be expressed to the local PCSO or police as appropriate on either 101 or 999. Staff, parents and pupils are made aware of issues when necessary.

Children with frequent/prolonged absence and withdrawal from the school.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that all staff consider the risk that absent children might be travelling to conflict zones, be victims of FGM (Female Genital Mutilation) or forced marriage. The DSL will monitor unauthorised absence, particularly where children are absent on repeated occasions.

The DSL 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 DSL 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 DSL will also inform the Local Education Authority.

<https://www.gov.uk/government/publications/children-missing-education>

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. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. The school will ensure that support is offered to pupils via the pastoral team or by referral to external agencies as appropriate.

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.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

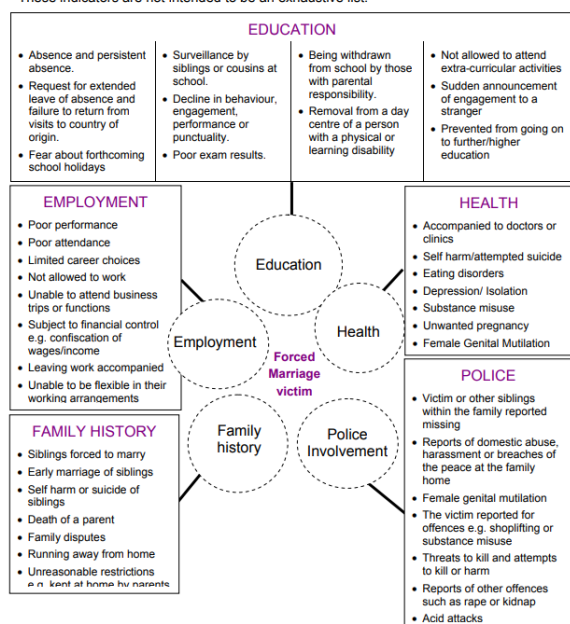
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf#page=20

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

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

CHART OF POTENTIAL WARNING SIGNS OR INDICATORS

These indicators are not intended to be an exhaustive list.



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.

It is 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 ie 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. 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 DSL 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 DSL, 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>

DSLs 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 (eg 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 abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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.

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.

Operation Encompass

Operation Encompass operates in all 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 immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. The school will ensure that pupils receive pastoral support in addition to referral to external agencies.

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 into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. This will depend upon the pupil's home address. 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.

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 social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. If the school becomes aware that a pupil aged 16-17 is not living in the family home, the DSL will call the LSCP for that child for further advice on how to support that child.

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 DSL 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's 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.

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'. Reassure them 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 any form of abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

4. **Explain** that you will need to speak to the DSL (please use the DSL's name) about the disclosure and that she will probably need to speak to the DSL but that you may be present too if the girl wishes.
5. **Report** the disclosure to the DSL 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 DSL within 24 hours of the disclosure.

Further advice:

- In the case of physical injury requiring medical attention, please alert the DSL 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 DSL should be present.
- Do not contact parents or external authorities yourself about the disclosure. [NB KCSIE reminds us that anyone can contact the Local Safeguarding Children Partnership, but if at all possible, we recommend that this is done through the DSL who may have a clearer/wider picture of the girl's situation.]
- Do not discuss the disclosure with anyone other than a DSL 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 DSL 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 DSL.
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 DSL 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 DSL 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 DSL will confer with another member of the DSL 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 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.

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.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that the School is able to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

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 DSLs. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Procedure for dealing with allegations against a member of staff

Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors, and organisations or individuals using school premises

Concerns and allegations that may meet the harms test should be addressed as set out in Section one of Part four of KCSIE. 'Lower level' concerns and allegations that do not meet the harms test should be addressed as set out in Section two of Part four of KCSIE.

Allegations that may meet the harms threshold

Where 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 DSL, the Headmistress should be informed immediately. If the Headmistress is absent, the Deputy Headmistress should be consulted and 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. Where there is a conflict of interest in reporting the matter to the Headmistress, any member of staff can make a referral to the Local Authority Designated Officer directly. The link to make a LADO referral is below.

All allegations of abuse being committed by 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 including referral to the DBS if the person is dismissed or removed and where there is professional misconduct referral to the Teacher Regulation Authority (as appropriate).

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 staff

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 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, are under the supervision, direction and control of the governing body or proprietor when working in the School. 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.

Further details of managing these situations is detailed in Part 4 of KCSIE, Section 1.

Organisations or individuals using school premises

If the school receives an allegation relating to an incident that happened when an individual or organisation

was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the schools will follow their safeguarding policies and procedures, including informing the LADO.

Concerns that do not meet the harm threshold

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above.

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult, within or outside of the organisation or as a result of vetting checks undertaken. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

Low level concerns

As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

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

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

Examples of such behaviour could include, but are not limited to:

- being over friendly with children,
- having favourites,
- taking photographs of children on their mobile phone,
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or,
- using inappropriate sexualised, intimidating or offensive language.

Reports of low level concerns should follow the same reporting process as detailed about with the exception that the LADO may not be involved. Where there is uncertainty about whether the concern reaches the level for referral to the LADO, the Headmistress will seek advice from the LADO. Reports of low level concerns will be recorded in writing and held confidentially by the Headmistress. This will include details of the concern, the context in which it arose, the action taken and the name of the person raising the concern, unless the person requests to remain anonymous. The rationale for all decisions and actions taken will be recorded. The Headmistress will review low level concerns on a regular basis with the Deputy Head and DSL so that potential patterns of behaviour can be identified and responded to. Where a pattern of behaviour is identified, the school may take further action including disciplinary measures of referral to the LADO if the threshold is met. In addition, the Headmistress, Deputy Head and DSL will consider whether any further training or review of policies and/or processes is required in response to the patterns of behaviour if they reveal any wider cultural issues that enabled the behaviour to occur. This will be recorded by the Headmistress.

See also Staff Code of Conduct, Whistleblowing Policy and Disciplinary Procedure.

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 together with the Local Safeguarding Children Partnership and the School's individual procedures. At least one member of each recruitment panel will have attended safer

recruitment training.

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.

KCSIE allows suggests that schools may conduct a search of a candidate's online activity/presence as part of the recruitment process. The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.

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.

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 and appendix B**. Induction of new staff includes Prevent and online safety training. **More information can be found in Appendix E of this document.**

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 into the school office, contractors are 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 when 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.

The governing body or proprietor should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings>

See Safer Recruitment policy and Visitors policy.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we check that effective Safeguarding arrangements are in place. Pupils will 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 DSL, 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 emphasises that any member of staff can contact children's social care if they are concerned about a child or feel that the DSL 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 DSL. 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 agreement 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 the School's pastoral management information system with a Safeguarding designation can only be viewed by the DSLs 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>

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>

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. Where children leave the school or college, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead will ensure secure transit, and confirmation of receipt should be obtained. This will be transferred separately from the main pupil file. In addition to the child protection file, the designated safeguarding lead will consider if it would be appropriate to share any information with the new school or

college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives.

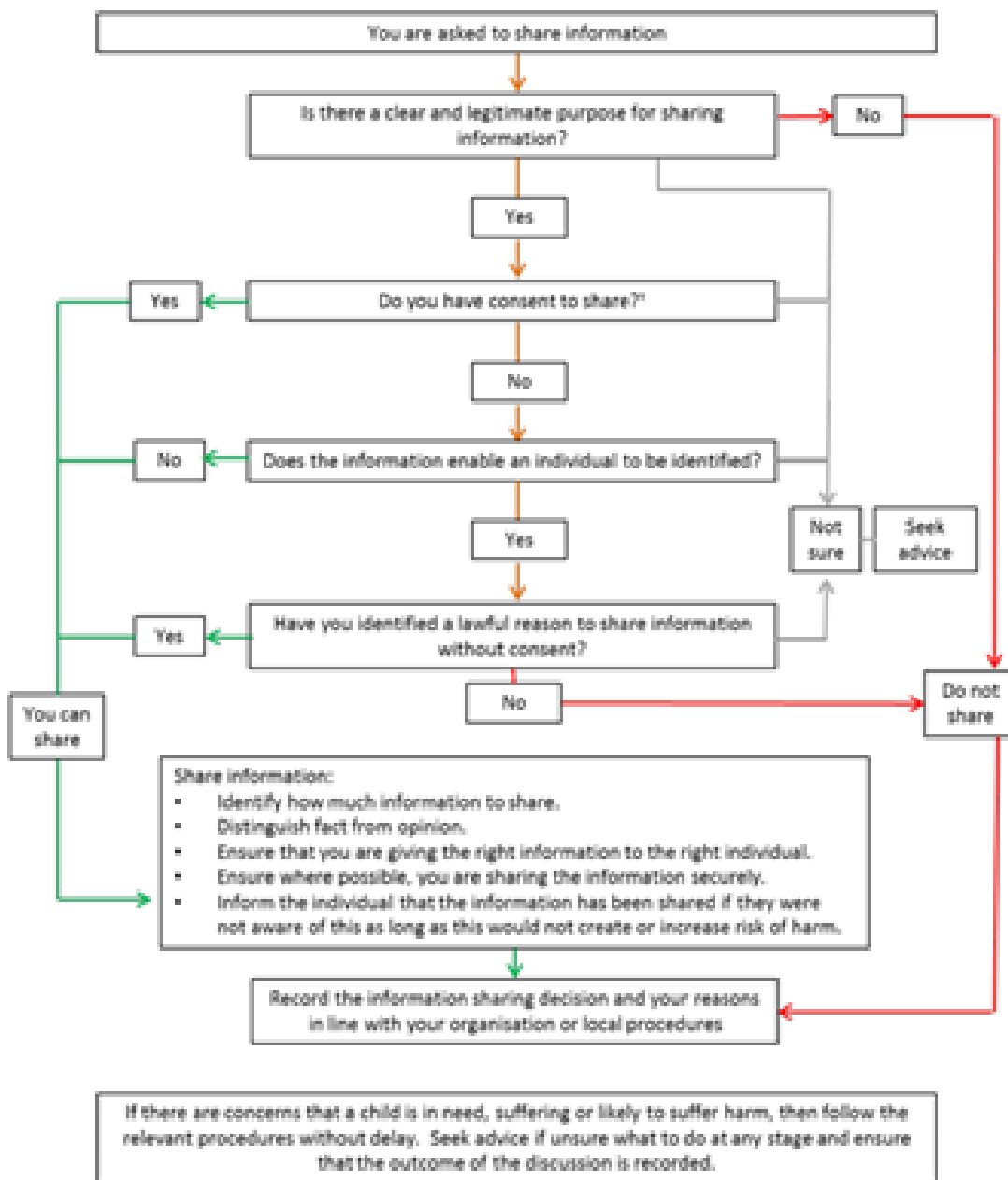
The Admissions Manager is required to report pupils leaving the School to join another school to Cheshire West and Chester Education authority. The Admissions Manager seeks to find out the school the pupil will be joining and submits the information to the local authority. The Admissions manager also reports 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).

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 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 a School telephone.

- 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 (DSL) to take lead responsibility for the child protection and Safeguarding provision in our School including online safety and understanding the filtering and monitoring systems and processes in place. The DSL is a member of the Senior Leadership Team.

The training and professional development of the Designated and Deputy DSLs 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 DSL 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 DSL attends the level 3 safeguarding training on appointment and a refresher course every two years thereafter.

The purpose of the DSL 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 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 DSL'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. This involves 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,
- oversee online safety,
- 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 DSL 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 DSL; 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 DSLs 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 DSL and external agencies,
- All concerns are recorded, reported and referred as required depending on the DSL'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 DSL 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 DSL 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 .

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" eg 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 learned 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.
- acts 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 ie belt, shoe etc.
- large oval shaped bite marks.

Burns or scalds

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

Other signs of physical abuse include multiple injuries (ie 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 others 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 (eg 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, eg 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 (eg 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 (eg 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 (eg 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, eg 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, eg scratching, head banging.

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

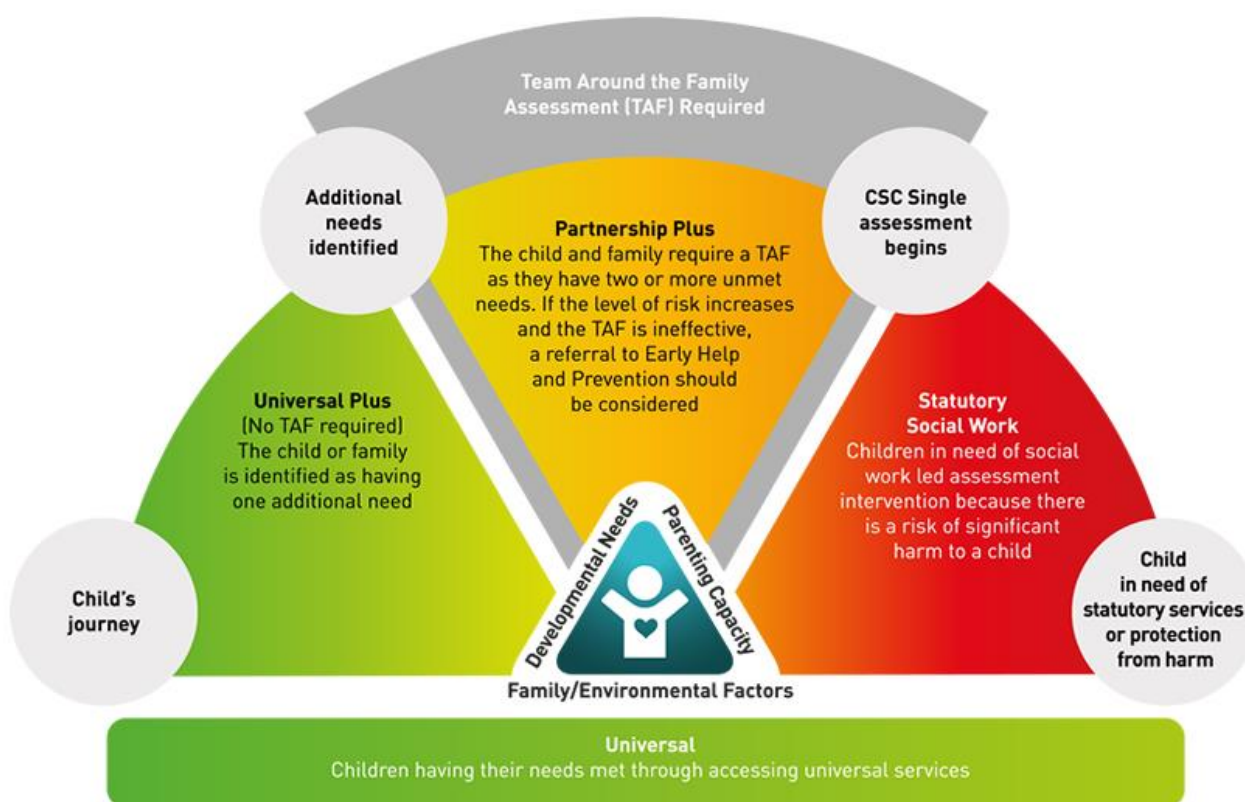
Appendix C Cheshire West and Chester referrals procedure.

KCSIE 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.cheshirewestscpc.co.uk/professionals/continuum-of-need/>

Making a referral

Update September 2021

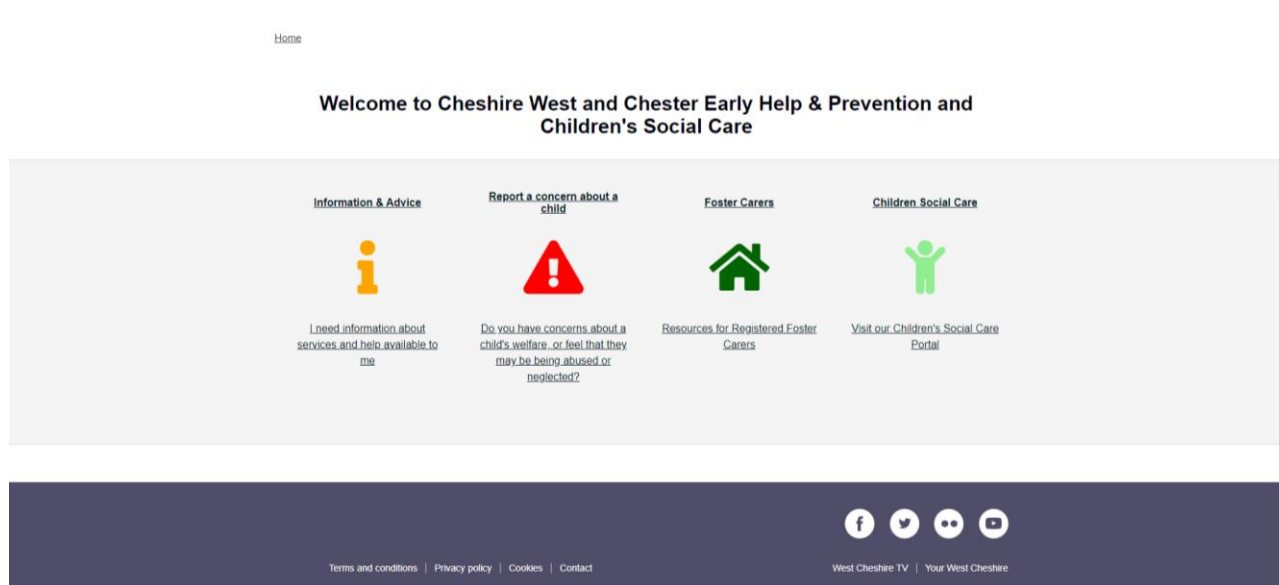
Schools in CWAC were advised of a new process for making referrals in September 2021 via an online portal

From 25 August 2021 there will be a new portal available on the Cheshire West and Chester website for members of the public and professionals to make a referral to the i-ART team if they are concerned about a child using an amended MARF (Multi Agency Referral Form). The new portal will improve links with our integrated children's system, allowing those who use the system for referrals to have details saved and view previous submissions.

View i-ART portal also available at

<https://earlyhelpandpreventiononline.cheshirewestandchester.gov.uk/web/portal/pages/home>

The screen appears as below, users will be required to create a portal account that can be used for future use. Access to the referral form is through the “report a concern about a child” icon.



The portal will take you to an updated version of the electronic MARF. Users will be taken through a number of pages and it is important to provide as much information as possible. As many fields as possible should be completed in the MARF, with some fields required to be completed in order for the referral to proceed. This form looks a little different to the current document, but the content and required information remains much the same. It will take you approximately the same amount of time and will allow you to load documents or assessment tools as required. The portal allows you to save a form mid-way and re-access prior to submission. Previous submissions can also be viewed. To ensure continuity, the existing platform will remain available for a short period whilst any performance issues are addressed, please advise the team if you experience any difficulties so that these can be resolved. From 25 August 2021 you will be asked to access the new portal first.

Please make sure you still have initial contact with the team first via telephone for initial threshold and advice and ensure you have all relevant details to hand including consent. Telephone: i-ART - 0300 123 7047.

Referrals from the portal will progress automatically into the system. The team aim to assess each referral within one working day and will respond on a priority basis. The team will decide whether threshold is met to progress the referral either to Children’s Social Care, for a statutory social work assessment, or to a 360 assessment for Early Help and Prevention. If the team decides threshold has not been met for the referral to progress other information/advice/guidance will be provided.

Reminder about consent: As a professional making a referral to i-ART you have a responsibility to secure consent from parents and/or individuals to confirm they are happy for their information to be shared with the Local Authority, that this will include the sharing and gathering of information with other agencies as part of screening, and for a 360 assessment if this is an Early Help referral. The law is clear, consent must be specific, informed and freely given, unless the child is deemed to be at risk of significant or immediate harm where referrals can be made even if consent is refused or, in certain circumstances, where acquiring consent would lead the child to be at increased risk, or in order to prevent crime and disorder. If you have queries about consent, please explore this with your agency’s safeguarding lead or by making an enquiry with a member of i-ART.

Purpose of i-ART: I would like to take this opportunity to remind you of changes to i-ART criteria in place from 2 October 2018.

The reviewed i-ART criteria aligns with the well-established Cheshire West and Chester Continuum of Need and outlines the role of the Integrated Access and Referral Team (i-ART) as follows:

1. To receive evidence-based referrals for children in need of social work led intervention because there is a risk of significant harm to a child.
2. To provide advice on request for cases at Partnership Plus on the continuum of need where a TAF (Team Around the Family) is not achieving outcomes or the case is on the point of escalating to enable a package of support from Early Help and Prevention Service (formerly IES).
3. To receive and respond to statutory notifications.

This means that in the absence of a Safeguarding Children's Partnership (SCP) endorsed early help assessment (Team Around the Family assessment and support being in place) and an evidenced based referral, which is supported by the use of an SCP endorsed assessment tool, contacts will not be accepted or progressed by i-ART. The exception to this will be for those that clearly meet threshold for statutory social work intervention where children are at risk of significant harm.

The expectation is that professionals work with families to offer evidence based early support at the earliest possible time. In the absence of a current TAF or without an evidence-based assessment tool available, you will be asked to undertake this work first unless the children are believed to be at risk of significant harm. The agreed Continuum of Need remains in place.

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 (eg 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 as well as if 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 Safeguarding training

Statement

The Queen's School is committed to ensuring all staff develop the competency to deal with Safeguarding concerns so that The Queen's School is a safe place for our pupils.

Aim

To ensure all staff have the correct training to become competent in dealing with safeguarding concerns.

Objectives

To ensure safeguarding training meets the statutory, local safeguarding board and ISI guidance

To ensure all staff understand their obligations under the guidance.

Other relevant policies

This policy should be read in conjunction with the Staff induction Policy.

With reference to KCSIE

Staff training

81. Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the three local safeguarding partners.

82. In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

83. Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and Child Protection policy.

What school and college staff need to know

12. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy,
- the behaviour policy,
- the staff behaviour policy (sometimes called a code of conduct),
- the safeguarding response to children absent from education,
- Online safety including monitoring and filtering,
- the role of the DSL (including the identity of the DSL and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

Training policy

1. Induction training

All members of staff complete Safeguarding induction training when they join the School. If the member of staff joins the School to commence on the first day of the academic year in September, this will be via the Annual update training that takes place during INSET.

Training for new staff takes place via a series of training videos produced by the DSL following the September update training each year to ensure consistency of training provided, regardless of when the member of staff joins the School. Links to these videos are sent to all staff with the contract of employment and staff are required to sign a declaration of completion. This is followed by a meeting with the DSL when the new member of staff commences their employment and an opportunity to ask any questions and clarify understanding. They are also given links to access the Keeping Children Safe (KCSIE) legislation and the relevant policies. Staff sign a declaration to confirm that they have read and understood.

See also New Staff induction policy.

Where the member of staff has access to the School network, they will be given links to the necessary documentation.

- Where the member of staff does not have access to the school network, printed copies of KCSIE and the School policy will be given.
- This applies to permanent members of staff, volunteers and placements.

Members of staff will be asked to read the documentation and sign a sheet to record this. This will be stored and the date of completion recorded on the Safeguarding training database. Please see also Staff Induction Policy and appendix 1 below.

2. Basic Awareness training is delivered every three years in an INSET session. This is delivered by the West Cheshire and Chester Safeguarding Children in Education Service (SCiE) team. Attendance will be recorded via signatures of attendance and the date of completion recorded on the Safeguarding database.

- Attendance will be expected from:
 - I.All staff employed by the School to include peripatetic teachers who have not supplied evidence of training elsewhere.
 - II.Chair of Governors, Vice-Chair and Safeguarding Governor. Governors also complete AGBIS safeguarding training.

Where a member of staff is unable to attend this training or joins in a year when the course is not being held at the School, they will be expected to complete catch up training.

I.For staff with systems access, this can be done by viewing the course material of Firefly and completing a quiz or alternatively via the methods in point II.

II.For staff without systems access, this can be done either by completing the NSPCC online training course

<https://learning.nspcc.org.uk/training/schools/child-protection-in-schools-online-course/>

or via Basic Awareness 'catch-up' training offered through the SCiE team. This is the preferred method for new staff.

Proof of completion must be provided and the date of completion recorded on the Safeguarding database.

3. Update training will be completed annually in the September INSET, delivered by the DSL/Deputy DSL. Attendance will be recorded via signatures of attendance and a signed sheet confirming they have read:

I.**Keeping Children Safe in Education Part 1 and Annex B.**

II.School Safeguarding policy to include Prevent.

Attendance will be expected from:

I.All staff employed by the School to include peripatetic teachers who have not supplied evidence of training elsewhere.

II.Chair of Governors, Vice-Chair and Safeguarding Governor.

- Where the member of staff has access to the School network, they will be given links to the necessary documentation.
- Where the member of staff does not have access to the School network, printed copies of KCSIE Part 1 and the School policy will be given.
- Where a member of staff is unable to attend this training, they will be expected to complete catch-up training with the DSL/Deputy DSL.
- Attendance will be recorded on the Safeguarding database.

4. Regular 'reminder' training is a feature of good Safeguarding practice. Aspects of Safeguarding will be a feature of teaching staff meetings through updates, quizzes, case studies, etc...

5. The DSL and Deputy DSLs will complete the training previously referred to as Level 3 training. For Chester and West Cheshire this is now one day with a half day additional briefing for child protection/looked after children. This training is referred to as 'Working Together' and covers inter-agency working. Following attending this training, the DSL and Deputy DSLs will attend half day refresher every 2 years. Completion is recorded on the Safeguarding database.

6. There is no mandatory requirement for governors to undertake any safeguarding training although it is recognised as good practice for the Chair, Vice-Chair and Safeguarding governor to have completed at least the Basic Awareness training. All members of the Governing Body undertake the on-line Safeguarding Training provided by the Association of Governing Bodies in Independent Schools (AGBIS). Governors are sent a link to watch an online version of the annual safeguarding update. All new Governors have an induction with the DSL

Appendix F Auditing Safeguarding procedures

The Designated Safeguarding Governor follows a safeguarding governance framework (below). The DSL completes an annual internal audit using the proforma found in Teams. This is shared with the Safeguarding Governor.

Safeguarding governance framework 2023-2024

Agreed: CLJ/SWW/LC July 2023

Review dates:

Autumn term	Spring term	Summer term

Governor responsibility	Key questions	Method of audit	Frequency/Responsibility	When	Reporting
1. Ensure there are appropriate policies and procedures in place <u>in order for</u> appropriate action to be taken in a timely manner to safeguard and promote children's welfare.	A. Is the safeguarding policy reflective of current local and national guidance? Is the safeguarding policy implemented?	Review of policy	Annually/Head/DSL/SG	September	LEC to full governors
		Discussion with DSL	Termly/DSL/SG	September	
		Discussion with staff focus <u>group</u>	Annually/DSL/SG	Spring term 1 visit to each site	
		Discussion with pupil focus group	Annually/DSL/SG	Spring term 1 visit to each site	
	B. Does the behaviour policy include measures to prevent bullying? Is the behaviour/bullying policy implemented effectively?	Review of policy	Annually/Head/DSL/SG	September	
		Discussion with DSL	Termly/DSL/SG	September	
		Discussion with staff focus <u>group</u>	Annually/DSL/SG	Spring term as above	
		Discussion with pupil focus group	Annually/DSL/SG	Spring term as above	

	C. Is there a staff code of conduct? Is the staff code of conduct implemented effectively?	Review of policy	Annually/Head/SG	September	
		Discussion with Head	Annually/Head/SG	Summer term	
	D. Does the E Safety policy refer to the monitoring and filtering of online activity? Is the policy implemented effectively?	Review of policy	Annually/Head/DSL/SG	September	
		Discussion with DSL	Termly/DSL/SG	September	
		Discussion with staff focus <u>group</u>	Annually/DSL/SG	Spring term as above	
		Discussion with pupil focus group	Annually/DSL/SG	Spring term as above	
2. Ensure child protection files are <u>maintained</u>	Are notes held on 3sys accurate and effective?	Discussion with DSL	Termly/DSL/SG	Termly	LC to full governors
3. Ensure appropriate safer recruitment policies in accordance with Part three of this guidance are in <u>place</u>	Is the SCR correctly maintained and up to date? Are Safer recruitment procedures followed?	Audit of SCR	Annually/Head/HR manager/A&RG	Termly	KW to full governors
		Discussion with HR manager	Annually/Head/HR manager/A&RG	Termly	
4. Ensure that the school or college contributes to multi-agency working in	Does the school follow local and national guidance on working with LSCPs?	Discussion with DSL	Termly/DSL/SG	Summer term 05/06/23	LC to full governors

line with statutory guidance					
5. Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners	Do all staff receive safeguarding and prevent training as part of their induction? Is Safeguarding training updated annually for all staff?	Discussion with staff focus group	Annually/DSL/SG	Spring term as above	LC to full governors
		Review of personnel files v training records	Annually/DSL/SG	Summer term	
6. Ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.	Are all pupils taught about safeguarding?	Discussion with pupil focus group	Annually/DSL/SG	Spring term as above	LC to full governors
		Review of PSHE policy and SOW	Annually/DSL/SG/HofPSHE/PSHE link gov	Autumn term	KW to full governors
		Discussion with DSL/HofPSHE	Annually/DSL/SG/HofPSHE/PSHE link gov	Autumn term	KW to full governors

7. Ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers and contractors)	Is there an effective process for managing allegations?	Review of policy	Annually/Head/SG	September SWW/LC 13/09/22	LC to full governors
		Discussion with Head	Annually/Head/SG	Summer term SWW/LC 26/09/23	
8. Ensure that their child protection policy includes procedures to minimise the risk of <u>child on child</u> abuse	Is there a policy and risk assessment in place for allegations of <u>child on child</u> abuse? Is the policy implemented effectively?	Review of policy	Annually/DSL/SG	September August 2022- KW	LEC to full governors
		Discussion with DSL	Termly/DSL/SG	September/termly Done 2/9/22 LC/KW	
		Discussion with staff focus group	Annually/DSL/SG	Spring term	
		Discussion with pupil focus group	Annually/DSL/SG	Spring term	
9. Ensure that the <u>school</u> implements a PSHE/RSE curriculum in line with statutory guidance	How has the school implemented the RSE guidelines? What processes are in place for monitoring	Review of PSHE policy/SOW	Annually/DSL/SG/HofPSHE/PSHE link gov	September	KW to full governors

	the effectiveness of the provision?	Discussion with DSL/ Hof PSHE	Annually/DSL/SG/ Hof PSHE/PSHE link gov	Autumn term	LC to full governors
		Discussion with staff focus group	Annually/DSL/SG	Spring term	
		Discussion with pupil focus group	Annually/DSL/SG	Spring term	
10.Ensure that the school has an inclusive community where everybody matters and that diversity and equality policies are implemented and embedded	How has the school responded to issues regarding BLM and diversity? What processes are in place for monitoring the effectiveness of this?	Discussion with DSL	Termly/DSL/SG	September/termly Done 2/9/22 LC/KW 05/06/23	LEC to full governors
		Discussion with staff focus group	Annually/DSL/SG	Spring term	
		Discussion with pupil focus group	Annually/DSL/SG	Spring term	