

# Cherry Tree Primary



## Safeguarding Policy and Procedure Document

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<b>Deputy DSL</b>	Anita Bottomley
<b>Safeguarding Governor</b>	Christine Mitchell-Brown
<b>Approved by/ date</b>	Curriculum Committee, October 2020
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## **Section One: Safeguarding information for all staff**

### **Aims of this Policy Document**

1. To provide absolute clarity for all staff at Cherry Tree Primary School on our shared responsibilities and appropriate action to be taken to safeguard our pupils.
2. To help all staff understand what they need to do, and what they can expect of one another, to safeguard and promote children's welfare.
3. To focus on core legal requirements, making it clear what individuals should do to keep children safe and how it is managed practically at Cherry Tree Primary.
4. To ensure staff are properly trained in recognising and reporting safeguarding concerns.

### **Links with other Policies**

This safeguarding policy has links with other relevant policies:

- Anti-bullying and Behaviour
- Attendance
- Complaints Procedure
- Equality
- Staff Code of Conduct-safety
- Health and Safety
- Managing allegations against staff
- Positive Handling
- SEND- as children with SEN may be more vulnerable to abuse
- British Values
- Safer recruitment
- Whistleblowing
- Relationships and Sex Education

This Policy is compliant with the Warrington Safeguarding Children Board (WSCB) multi agency safeguarding procedures, available on <http://warringtonlscb.org>

### **Key Principles**

Everyone who works with children at Cherry Tree Primary - including teachers, teaching assistants, midday assistants, office staff, pastoral staff, caretakers, volunteers and governors - have a responsibility in keeping children safe. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding children is a shared responsibility, and it is acknowledged that no single professional or agency can have a full picture of a child's needs and circumstances. It is recognised that school staff are particularly important as they are in a position to identify concerns early and provide early help for children, to prevent concerns from escalating.

Our staff forms part of the wider safeguarding system for children. This system is described in statutory guidance *Keeping Children Safe in Education (September 2020)*. We work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm.

Cherry Tree Primary is committed to working together with all relevant agencies to ensure that children and families are able to receive the right help at the right time and that appropriate action is taken swiftly to protect children from harm.

We believe that:

- All children and young people have the right to be protected from harm;
- Children and young people need to be safe and to feel safe in school;
- Children and young people need support which matches their individual needs, including those who may have experienced abuse;
- All children and young people have the right to speak freely and voice their values and beliefs;
- All children and young people must be encouraged to respect each other's values and support each other;
- All children and young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child and young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse

## **Our responsibility to children**

This policy will make clear the expectation and responsibility that all staff at Cherry Tree Primary have to contribute to safeguarding our pupils/students and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Training staff to the signs and indicators that a child may be at risk;
- Developing staff awareness, through training, of the types of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils may face;
- Addressing concerns at the earliest possible stage by offering early help; and
- Taking action when a child needs protection and safeguarding
- Working together with all agencies to help to reduce the potential risks that pupils may face if being exposed to abuse, neglect, violence, extremism, exploitation, or victimisation

All staff can contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs
- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents and agencies.

## Statutory Duties and the Legal Framework

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

## Definitions

### **Safeguarding and promoting the welfare of children means:**

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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

## Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 11)

## Safer Recruitment

The school pays full regard to 'Keeping Children Safe in Education' (DfE 2018). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS) and completing checks in relation to Prohibition Orders.

## Listening to children: Capturing the child's voice

Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults (potentially the child's parents) ahead of the needs of children.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by:

- The Children Act (1989) (as amended by section 53 of the Children Act 2004).
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC) (1991)

Whilst professionals can NOT promise confidentiality, they must do the right thing in all cases. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs; which includes child protection action and the offer of 'Early Help'.

## The Designated Senior Person (DSL) for Safeguarding

The role of the Designated Safeguarding Person (DSL) was specified in the Children Act (2004) which stated that every organisation must have a "named person" for safeguarding children and young people. The DSL therefore must be a member of the Senior Leadership Team within schools. The DSL role is one of great importance, with this member of staff being a champion of safeguarding and a source of support for all school staff.

The name of the Designated Senior Leader for Cherry Tree Primary is:

**Helen Graham (Head Teacher)**

Telephone number: 01925 755885

Deputy DSL is:

**Anita Bottomley (Deputy Head Teacher)**

Telephone number: 01925 755885

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted outside school hours if necessary using the following email address: [CherryTree\\_Primary\\_Head@warrington.gov.uk](mailto:CherryTree_Primary_Head@warrington.gov.uk)

When the DSL is absent, the deputy, Anita Bottomley will act as cover.

If the DSL and deputy are not available, Phil Adams, the school SENDCO, will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The DSL will also keep the deputy informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputy are set out in their job description.

### What do the DSL and Deputy DSL do?

- The DSL has lead responsibility for dealing with safeguarding and child protection concerns at the school and should be available at all times during the school day. Cherry Tree Primary also has a Deputy DSL who is part of the safeguarding team who can respond in the absence of the DSL.
- The DSL Act as source of support, advice and expertise within school when deciding whether to make a referral by liaising with relevant agencies.
- The DSL and the DSL will receive annual training and regular updates from the LA and all staff will receive regular updates and training.
- The DSL will recognise how to identify signs of abuse and will make an appropriate judgement on what action to take. This will be based on the information that the DSL is presented with by staff.
- The DSL will assess the appropriateness of completing an early help assessment (e.g. CAF, MARS) or whether the threshold has been met for social care statutory social work services.
- The DSL will ensure that the schools safeguarding policy is embedded and available to all staff and volunteers at the point of induction. If the policy is reviewed the DSL will share the new updates with all staff to ensure that all staff know what is expected of them.
- The DSL will champion safeguarding and keep all staff up to date with current procedure and practice. This will help to familiarise all staff with their own role within safeguarding.
- The DSL will ensure all new staff and volunteers have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately if they arise. The induction will cover the 'basic awareness session' and the 'no delay' principle. In the DSL's absence the deputy DSL will ensure that the necessary induction is carried out.
- The DSL will keep detailed accurate secure written contemporaneous records. Chronologies will be clear, concise and factual (E.g. dated, concern, initialled, action taken). Files will hold copies of all referrals and relevant multi agency meetings and plans. Files will be reviewed and quality assured as part of the s157/s175 audit process.
- The DSL will deliver whole school staff safeguarding training to all staff; recommended on a yearly basis as part of INSET.

- The DSL should be aware of the Local Safeguarding Children's Board (LSCB) and how it operates. This should include access to the LSCB website and to practitioner training events.
- The DSL will participate in multi-agency meetings and contribute effectively either verbally or by way of a written report.
- The DSL will attend Child Protection Case Conferences and contribute to discussions at the conference and will make a formal recommendation at the meeting in respect of a child protection plan.
- The DSL will contribute to social work assessments e.g. The Combined Assessment when required and requested to do so. This will include the sharing of information about attendance, attainment and any other concerns that have been identified as well as any strengths that the family/ child has.
- The DSL and Deputy DSL will oversee and monitor safeguarding records and systems (including monitoring 'Cause for Concern' forms). 'Cause for Concern' forms and individual/family safeguarding files may be reviewed as part of safeguarding team meetings. Individual/family safeguarding files should automatically include children in care, children on a child protection plan and children in need.
- The DSL will monitor the attendance, development and wellbeing of children who are subject to a child protection plan and children in care.
- The DSL will complete an Audit on an annual basis, at the request of the Local Authority to ensure that there are effective systems in place to keep children safe.
- The DSL will identify staff to be part of a Safeguarding Team, to ensure that there is always a member of staff present in school who can take a lead role in safeguarding children in the DSLs absence. The DSL will take the lead responsibility within the safeguarding team.

## **The Safeguarding Team Approach to Safeguarding Children**

This is considered to be the best practice to managing safeguarding at school level. Practically, there is always cover for absence and a number of professionals trained to know what to do if there were concerns about the safety or wellbeing of a child. It also encourages a culture of working collaboratively and making decisions together, with the child at the heart of the team's practice. The team approach is supportive to the DSL, who will as a result of a team structure, no longer work in isolation and take the sole responsibility for safeguarding.

## Meet the Safeguarding Team

Name	Designation	E-mail
Helen Graham	Designated Senior Person	<b>CherryTree_Primary_Head@warrington.gov.uk</b>
Anita Bottomley	Deputy Head Teacher	<b>CherryTree_Primary_Deputy@warrington.gov.uk</b>
Phil Adams	SENDCo	<b>CherryTree_Primary_senco@warrington.gov.uk</b>
Christine Mitchell-Brown	Safeguarding and Prevent Governor	<b>CherryTree_Primary@warrington.gov.uk</b>
Duty and Assessment Team Children's Social Care		01925 443400
Duty and Assessment Team (Out of Hours)		01925 444400
Rose Clarke	Education Safeguarding Team	<b>rclark@warrington.gov.uk</b> 01925 442928

## Key Contact Information

<b>Leadership</b>	Helen Graham: 07812149240 Anita Bottomley: 07891 441434 Phil Adams: 07790 329847
<b>Governors</b>	Chair: Christine Mitchell-Brown 07836 785 103 Vice Chair: Jo Young 07960 762288
<b>Safeguarding</b>	Education Safeguarding Team are working from home and office at present but are still fully contactable. The advice line will be covered as usual and therefore we will be able to answer any general enquiries/safeguarding concerns you may have. <b>01925 442928</b> <a href="mailto:educationsafeguarding@warrington.gov.uk">educationsafeguarding@warrington.gov.uk</a> Michelle Heritage <b>Education Safeguarding Officer - MASH</b> The correct numbers to contact MASH for safeguarding concerns are: <b>01925 443322 01925 444140</b>
<b>Emergencies out of hours</b>	<b>Out of hours Warrington Borough Council:</b> Carecall via a redirect service on the council's main number: 01925 443322. Includes access to the councils public health team and critical incidents
<b>Warrington LA</b>	Education Services: 01925 442211 (9am to 5pm Mon to Fr) email: <a href="mailto:education@warrington.gov.uk">education@warrington.gov.uk</a> (access to education service managers) Paula Worthington: <b>Louise Corlett Assistant Head of Service</b> <b>Telephone: 01925 443121</b> <b>Mobile: 07824087445</b> <b>Email: <a href="mailto:lcorlett@warrington.gov.uk">lcorlett@warrington.gov.uk</a></b> <b>Website: <a href="http://www.warrington.gov.uk">www.warrington.gov.uk</a></b>
<b>Health</b>	<b>WBC Public Health Team:</b> <a href="mailto:publichealth@warrington.gov.uk">publichealth@warrington.gov.uk</a> <b>Cheshire &amp; Merseyside Health Protection Team:</b> 0344 225 0562 (option1) <b>Track and Trace Guidance:</b> Track and trace will contact your school if there is a confirmed covid result for a member of staff or child who attends your school: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/</a> <b>NHS Test Request:</b> <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/</a>

## The Role of the Governing Board

The Governing Board are the accountable body for ensuring the safety of the school

The Governing Board will ensure that:

- The school has a safeguarding policy in accordance with the multi-agency procedures of the Local Safeguarding Children's Board;
- The school operates, "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- There is a named member of the school Senior Leadership Team who takes on the role of the Designated Safeguarding Person (DSL);
- The Designated Safeguarding person attends appropriate refresher training every two years as a minimum, encouragement for annual update is best practice.
- The Head Teacher, Governing Board members and all other staff who work with children undertake training at a minimum three yearly intervals; annual update is best practice.
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding children and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers and if an allegation is made against the Head Teacher, the Chair of Governors will liaise directly with the Local Authority Designated officer (LADO).
- The Head Teacher, Chair of Governors and DSL should attend specific training in managing allegations against members of staff who work with children. This training is available through the Local Safeguarding Children's Board.
- The Governing Board reviews its policies/procedures in relation to safeguarding children on an annual basis. This includes all policies that make up the safeguarding suite of documents.
- All governors will read Keeping Children Safe in Education September 2020.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, where appropriate (see appendix 3).

## The Role of Safeguarding Governor

The designated governor for safeguarding children will play an essential role in ensuring children in the school are kept safe from harm. The safeguarding governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body.

**The Nominated Governor for child protection at Cherry Tree School is Christine Mitchell-Brown.**

### The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

## Confidentiality

Please refer to our separate Data Protection Policy which covers our process and principles for sharing information within our school, and with the 3 safeguarding partners and other agencies as required.

It is important to note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if 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
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping on page 19

## **Allegations Against Members of Staff, Supply Teachers or Volunteers Who Work With Children**

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Head Teacher. If the concerns/allegations are about the Head Teacher, speak to the chair of governors.

The Head Teacher/chair of governors will then follow the procedures set out in a separate specific policy: **Managing Allegations against members of staff who work with children**, which is part of the safeguarding suite of documents. Find a brief summary of actions that should be taken should an allegation be made.

If an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher.

The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) and where appropriate the HR business partner.

If the allegation made to a member of staff concerns the Head Teacher the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO and HR business partner, without notifying the Head Teacher first. The Chair of Governors can be contacted via the school office.

The school will comply with local safeguarding children's board procedures in respect of managing all allegations against members of staff who work with children.

## **Child Protection Procedures**

If any school staff have a concern about a child they MUST notify the DSL without delay, or in the absence of the DSL a member of the safeguarding team. It is of significant importance that this is completed immediately, with 'no delay' so that appropriate action can be taken as quickly as possible. It is not acceptable to leave this until later in the day or at a more convenient time.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

Staff must complete a referral form (**Cause for concern form**) and give the completed form to the DSL or a member of the safeguarding team. The form will capture all the relevant information about the concerns. This is evidence-based practice and will support the DSL in making an assessment of what action needs to be taken.

Inevitably verbal conversations may sometimes supersede the completion of the referral form (**Cause for concern form**) and in some cases urgent action may be taken at a fast pace e.g. medical treatment, urgent contact with children's social care or the police. It is important to always prioritise the safeguarding of a child, however, there should be recognition that contemporaneous record keeping is an important feature of safeguarding practice and should be prioritised by all staff to ensure that child protection and early help case files are up to date and accurate.

It is the responsibility of all staff to complete the referral form for the DSL (**Cause for concern form**) should that member of staff have concerns about a child or following a disclosure. This procedure should be followed without exception.

Staff can find a copy of the **Cause for concern form** at the back of this policy in Appendix 1. However, copies of the form will be stored in the school office and the form has been digitally sent out to teachers. The DSL should ensure that all members of staff should have paper or electronic copies of this form available to them.

## Expectations of staff at Cherry Tree Primary

All adults who work with children will:

- Read and adhere to, 'Keeping Children Safe in Education' 2020 (Part 1)
- Read and follow the procedures written within this Safeguarding Policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, governors, visitors etc. Adults who work with children are responsible for providing all information to complete DBS Checks and Prohibition Order checks and share information in respect of disqualification by association (where applicable).
- Be supportive to the development and implementation of SEN Support Plans, Family Support Plans, Child in Need plans, Child in Care plans and Child Protection plans;
- Be alert to the signs and indicators of possible **abuse (See Part Two for definitions and indicators)**;
- Take swift action if there are concerns about a child, following procedures written within this policy. Record concerns using the Initial Concern Form (Cause for concern form) and give the record to the Designated Safeguarding Lead or a member of the Safeguarding team.
- Deal with a disclosure of abuse from a child in line with Part Two of the policy - you must inform the Designated Safeguarding Person immediately, and provide a written account on an Initial Concern Form (**Cause for concern form**) as soon as possible;

## Whistleblowing

Please see the separate and specific policy in relation to Whistleblowing, which is part of the safeguarding suite of documents. Find a brief summary of actions that should be taken should a member of staff have concerns about the behaviour of a colleague or concerns related to policy and practice.

The key principles are that all staff should be aware of their duty to raise concerns, where they exist, about the management of child protection and safeguarding, which may include the attitude or actions of colleagues.

If it becomes necessary to consult outside the school, they should speak in the first instance the Local Authority Designated Officer (LADO). Where a staff member feels unable to raise an issue with the DSL or feels that genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The NSPCC Whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285.

## Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Further information about our safeguarding record-keeping arrangements:

- Records are paper-based
- Records are kept in a locked cupboard in the Head Teacher's office.
- Records are retained while the child is on roll at our school. Once they move to another setting the records are securely transferred to the receiving school.
- Records are only shared with members of staff who need to know about the issue, such as the class teacher or teaching assistant and the deputy DSL.

## **Safeguarding Training**

All staff will receive basic training as part of their induction, this will be delivered by the DSL or a member of the LA Safeguarding Team.

New staff will be provided with access to the safeguarding suite of documents, including the Safeguarding Policy. All staff should ensure that they are familiar with the procedures written within this policy. All staff can gain advice and support from the DSL who is the lead member of staff for safeguarding.

Whilst it is not statutory for all staff to update their safeguarding training on an annual basis, it is good practice. Safeguarding update training should be part of whole school INSET training days and can provide useful updates on key themes such as CSE, Extremism and Radicalisation. This training will be delivered by the DSL and/or Safeguarding Team members. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

## **The DSL and Deputy DSL**

The DSL must update their training on a regular basis. The statutory requirement is every two years, however, good practice is that the DSL attends multi-agency training on an annual basis and participates in local (single agency) networks to share good practice, reflect and learn together and to keep up to date.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

## **Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, they receive training in managing allegations for this purpose.

The named governor for safeguarding should also update their training on a regular basis; good practice is on an annual basis to ensure that they keep up to date in their knowledge.

Evidence of safeguarding training must be made available as part of any safeguarding inspection or audit.

### **Safer Recruitment – interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

### **Dealing with a disclosure of abuse from a child**

Children often will choose who they talk to, when they have something that is worrying them or happening to them. Children may have thought long and hard about telling an adult, and will have chosen the adult specifically as they have trust in that person to do the right thing.

Disclosing something upsetting and traumatic may be very difficult and distressing for both the child and the adult. Listening to and supporting a child who has been abused can also be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Person or Head Teacher. These guidance notes may help you if you are ever in this situation. Remember, the child chose you and it is a privileged position to be in, it's a position where you can make a difference to a child's situation.

A golden rule is that you don't ever promise confidentiality and be open and honest with the child at all times.

**Guidance for you to consider**

- ✓ Stay calm and listen to what the child is saying
- ✓ Do consider the environment that you are in with the child, is it appropriate? Do other staff members know where you are?
- ✓ Ask open ended questions and record what is being said in the child's own words.
- ✓ Encourage the child to talk but reassure the child that they have done the right thing in speaking to you
- ✓ Reassure the child that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- ✓ Tell the child that it is not her/his fault.
- ✓ Listen and remember and make notes and if appropriate, share your notes with the child to recap what has been said.
- ✓ Check that you have understood correctly what the child is trying to tell you by clarifying the facts.
- ✓ Communicate that s/he has a right to be safe and protected.
- ✓ Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- ✓ At the end of the conversation, tell the child again who you are going to tell (The DSL) and why that person needs to know.
- ✓ As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Use Cause for Concern Form to do this and quote the child as far as possible.

**Do Not**

- ✗ Do not ask "leading questions" or press for information.
- ✗ Do not investigate.
- ✗ Do not communicate shock, anger or embarrassment or share your opinion on what has happened.
- ✗ Do not swear.
- ✗ Do not make inappropriate comments about the alleged offender.
- ✗ Do not enter into a pact of secrecy with the child. Assure the child that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why (The DSL).
- ✗ Do not tell the child that what s/he experienced is dirty, naughty or bad.
- ✗ Do not make physical contact with the child. Whilst the child may seek out physical contact, remember that this may place you in a vulnerable position and also an abused child may not want physical comfort e.g. a hug.

## Record Keeping and Confidentiality

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

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- Records are only shared with members of staff who need to know about the issue, such as the class teacher or teaching assistant and the deputy DSL.

## **Section Two: The key procedures and responding to concerns about a child**

This section will make clear the procedure that all staff should follow, should you have concerns about a child. It will also explore what abuse is in detail and define some of the signs and symptoms. It is important that staff read through this section and familiarise themselves with the potential warning signs that a child is at risk.

**Practice Reminder:** The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL or a member of the Safeguarding Team and complete an Initial Concern Form with a written record of the concern. (Appendix 1)

### **Early Help for Children and their Families**

Providing early help is more effective in promoting the welfare of children than reacting later when situations can be more complex. Early help means providing support as soon as a problem emerges, at any point in a child's life. Part of a School's safeguarding procedures should include effective ways to identify emerging problems and potential unmet needs for individual children and families.

This requires all professionals, including those in schools to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help (E.g. CAF, TAF or ECAF); and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Schools should, in particular, be alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.

All professionals working in educational establishments have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. **All concerns should be shared with the DSL and an Initial Concern Form should be completed (Cause for concern form).**

The Designated Senior Person (DSL) and safeguarding team members should be trained in 'early help' and be confident in taking on the Lead Professional role, which includes completing an 'early help assessment' and coordinating a Family Support Plan where appropriate.

## Working with Parents and Carers

In general, the DSL will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency e.g. Children's Social Care. The exception to this principle is when the concern is either a physical or sexual nature and implicates a family member or if doing so would place the child at risk of significant harm.

In addition, Parents / carers can access our Safeguarding policy on the school website.

## What is Abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Abuse has significant impact on a child's physical and emotional health and development. All staff need to understand what the categories of abuse are and how to spot the signs and symptoms of abuse in a child so that action can be taken to protect and safeguard the child.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Smelly (through poor hygiene or clothing)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately dressed for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve 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. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Quiet, withdrawn and nervous
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Soreness or scratching;

- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Touching self or others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

**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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

**Practice Reminder:** The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL or a member of the Safeguarding Team and complete an Initial Concern Form with a written record of the concern. (Appendix 1)

## Parenting Capacity: When there are concerns

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Inconsistent explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Mental health issues which prevent the parent from meeting the child's basic needs
- Violence between adults in the household.
- Failure to protect the child from known 'risky' persons
- Failure to prioritise the child's needs above that of their own.

## Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. Staff should recognise this as a potential child protection issue and follow the school's Behaviour Policy.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

See **Appendix 4** for links to additional information in respect of preventing and responding to bullying and cyberbullying.

## Child Sexual Exploitation (CSE)

CSE is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) in exchange for sexual activity. It is rare to experience CSE in primary aged children but adults in primary schools should be aware of the key indicators of CSE to ensure they can identify vulnerability factors in children and their older siblings. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

Key indicators of children being sexually exploited can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- mood swings or changes in emotional wellbeing;
- displaying inappropriate sexualised behaviour.

Education staff should be aware that children and young people are more vulnerable to abuse through sexual exploitation if they have experience of:

- Violence/Domestic Abuse
- Children and Young People 'Looked After'
- refugee/asylum seeker
- Pattern of street homeless
- Substance misuse by parent/carer/child
- Learning disabilities, special needs or mental health issues
- Homophobia
- Estranged from family
- Death or illness of a significant person in the child's life
- Financially unsupported

**Practice Reminder:** The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL or a member of the Safeguarding Team and complete an Initial Concern Form with a written record of the concern. (Appendix 1)

Please see **Appendix 3** for links to additional information on CSE.

## Domestic Violence or Abuse

Domestic violence is characterised by inter-personal violence and with effect from March 2013 it was defined by the Home Office as:

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

- Psychological
- Physical
- Sexual
- Financial
- 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, female genital mutilation (FGM) and forced marriage and is clear that victims are not confined to one gender or ethnic group. The definition does not cover violence by an under 16 year old against another family member. Where the perpetrator is over 18 and the victim under 18, this is regarded as child abuse. If both perpetrator and victim are under 18 years, consideration of the need for a child protection investigation to be undertaken would still be required but the national definition allows any abuse between 16 -17 year olds to be considered as domestic abuse.

If you have concerns of this nature, ensure that you share this with the DSL and complete an Initial Concern Form (Cause for concern form).

## Substance Misuse

Pupils affected by their own or other's drug misuse should have early access to support through the school's 'early help' offer and through referral to local drug and alcohol services.

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. Schools can have a key role in identifying pupils at risk of drug or alcohol misuse. The process of identifying needs should aim to distinguish between pupils who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

- Schools should provide accurate information on drugs and alcohol through education and targeted information, including via the [FRANK](#) service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- To include this support for children as part of the 'early help' offer from the school.

## **Female Genital Mutilation (FGM)**

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

### **Key Points**

- It is Not a religious practice
- Occurs mostly to girls aged from 5–8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

### **Reasons for this cultural practice include**

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

### **Risk Factors include**

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

### **High Risk Time: Be aware**

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays. Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

### **Post-FGM Symptoms include**

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet

- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear

**Practice Reminder:** Should staff suspect that female genital mutilation (FGM) has or could take place:

“The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.”

Staff must be aware that this ‘personal duty’ means they must report this to the Police immediately. We suggest that you ask staff to notify the DSL after they have contacted the Police to ensure your DSL retains an oversight of safeguarding concerns.

Any member of staff can ask a senior member of staff to sit in whilst the phone call is made for reassurance/support.

## Forced Marriage

There is a clear difference between a ‘forced marriage’ and an ‘arranged marriage’. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Force Marriage Protection Order can be obtained from a Family Court in order to protect victims, both adults and children from a potential forced marriage or people who are already in a forced marriage.

The Anti-social Behaviour, Crime and Policing Act (2014) make it a criminal offence to force someone to marry.

This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they’re pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence

Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, often leading

to depression and self-harm. These factors can contribute to impaired social development, limited career and educational opportunities, financial dependence and lifestyle restrictions.

Staff may become aware of a pupil because they appear anxious, depressed and emotionally withdrawn with low self-esteem. They may have mental health issues and display behaviours such as self-harming, self-cutting or anorexia. Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol. Often pupil's symptoms can be exacerbated in the periods leading up to the holiday season. Education staff may wish to be particularly vigilant in that period.

It may be the case that a pupil may present with a sudden decline in their attendance, performance, aspirations or motivation. Some female pupils may feel studying at school is pointless if they are going to be forced to marry and therefore be unable to continue with their education.

### **What to do if you have concerns**

Forced Marriage is an offence and if this is also happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child may be forced to marry then you must share your concerns with the Designated Senior Person (DSL) who will make appropriate contact with Children's Social care or the Police. The Forced Marriage Unit can also be contacted for advice and help in making the referral.

## **Radicalisation and Violent Extremism**

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

### **Important contact information**

Warrington's Lead PREVENT Co-ordinator, Lysay Mullin 01606 362147

- Cheshire Police 01606 362121/ 999
- Cheshire Police Safer Schools and Young Persons Officer 07595005689

Our school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The Single Point of Contact (SPOC) for Cherry Tree Primary is Helen Graham (Head Teacher). Please see explanatory notes about the role of the SPOC in Appendix 2.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. The channel contact for Cheshire is Lesley Price 01606 365986 E-mail: [Lesley.price@cheshire.pnn.police.uk](mailto:Lesley.price@cheshire.pnn.police.uk)

### **Useful Definitions**

**Radicalisation** refers to the process by which a person comes to support terrorism and or extremism leading to terrorism.

**Extremism** is defined by the Government in the Prevent Strategy (2010) as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

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

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

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

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

#### **Indicators of vulnerability include**

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

#### **What action should be taken if there are concerns?**

- Pass concerns to the DSL/ SPOC
- The DSL/SPOC will make contact with the PREVENT Officer and Channel Officer.

## **Sexting**

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

**The DSL will make an immediate referral to police and/or children's social care if:**

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Head Teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

**Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

**Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

**Referring to the police**

If it is necessary to refer an incident to the police, this will be done through a police community support officer, by dialling 101.

**Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

**Curriculum coverage**

Pupils are taught about the issues surrounding inappropriate messaging as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting or inappropriate texting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

## Private Fostering

A private fostering arrangement is when a child under the age of 16 (18 if they have a disability) goes to live with someone who is **not** a close relative for 28 days or more. This is a private agreement between a parent and another adult and private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family. It is not private fostering when a child is living with a close relative such as a parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage).

Privately fostered children could include:

- Children or young people who are sent to this country for education, health care by their birth parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who stay with a host family during the holidays.

All professionals have a duty to notify the Local Authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the Local Authority has been or will be notified of the arrangement by the parent or carer. Some of these arrangements may be recent; some may have been in existence for some time as the parent and carer may not be aware that it is a private fostering arrangement, and so not aware of the need to inform the local authority.

## Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff members should follow the procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

## Mental Health Concerns

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action and contact the DSL.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

## Notifying Parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## Pupils with Special Educational Needs and Disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- 1-2-1 support where applicable
- Regular reviews of the support being provided, as documented by the SEND Support Plan
- Regular communication and liaison with parents
- Nurture groups
- Social stories

## Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## Looked-after and Previously Looked-after Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Helen Graham who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

# Section Three: Appendices

## Appendix 1: Cause for Concern Form

Cherry Tree Primary School,  
Hardy Road,  
Lymm,  
Cheshire,  
WA13 0NX

Headteacher: Mrs H. Graham B.Ed. (Hons), NPQH

Tel: 01925 755885

Email: [CherryTree\\_Primary\\_Head@warrington.gov.uk](mailto:CherryTree_Primary_Head@warrington.gov.uk)

Website: [www.cherrytreeschool.co.uk](http://www.cherrytreeschool.co.uk)



### CAUSE FOR CONCERN FORM

#### STUDENT DETAILS

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

#### STAFF DETAILS

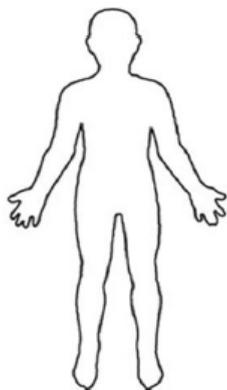
STAFF NAME:			
Date of incident / report / disclosure:		Time:	
Location of incident / report / disclosure:			
Date / time record is being made:			

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

#### CONCERN DETAILS

##### NATURE OF CONCERN:

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



Front  
 Back

TO BE COMPLETED BY SENIOR DESIGNATED PERSON / DEPUTY DESIGNATED PERSON

**AGREED ACTIONS & ANTICIPATED OUTCOMES:**

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

Signed:

Date:

Staff De-Brief Completed	Yes/No
--------------------------	--------

Any further action required	Yes/No
-----------------------------	--------

Any support offered: E.g. OH etc.	
--------------------------------------	--

## Appendix 2: Preventing Violent Extremism- Roles and responsibilities of the single point of contact (SPOC)

The SPOC for Cherry Tree Primary is Helen Graham (Head Teacher), who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Cherry Tree Primary in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students pupils into the Channel\* process;
- attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

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

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

## Appendix 3: Child Sexual Exploitation (CSE) additional information

Multi Agency Safeguarding Procedures <http://www.online-procedures.co.uk/pancheshire>

<http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

What to do if you suspect a child is being sexually exploited Ref: DFE-57517-2012  
(Statutory Guidance 2012)

Safeguarding children and young people from sexual exploitation  
(Statutory Guidance 2009)

<http://www.online-procedures.co.uk/wp-content/uploads/2014/09/LSCB-Child-Sex-Exploitation-Protocol-November-2013-Generic.pdf>

## Appendix 4: Bullying and Cyberbullying

Additional information can be found at

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

You will find the following useful publications:

Preventing and tackling bullying

REF: DFE-00292-2013

Supporting Children and young people who are bullied: advice for schools

REF:DFE-00094-2014

Cyberbullying: Advice for Head Teachers and school staff

REF:DFE-00652-2014

## Appendix 5: Domestic Violence and Abuse

Additional information can be found at

<https://www.gov.uk/domestic-violence-and-abuse>

## Appendix 6: Additional information in relation to accidental and non-accidental injury

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns & Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

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

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

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Cherry Tree School**

### **Annex to Child Protection policy – Child protection during the COVID-19 measures**

#### **Version 1.0**

##### **Context**

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. Most children are no longer in a school setting and staff numbers have been affected by the outbreak.

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This Annex to our Child Protection policy sets out details of our safeguarding arrangements for:

1. Context
2. Version control and dissemination
3. Safeguarding priority
4. Current school position
5. Safeguarding partners' advice
6. Roles and responsibilities
7. Vulnerable children
8. Increased vulnerability or risk
9. Attendance
10. Reporting concerns about children and staff
11. Safeguarding training and induction
12. Safer recruitment/volunteers and movement of staff
13. Peer on peer abuse
14. Online safety
15. New children at the school
16. Supporting children not in school

##### **Version control and dissemination**

This is version 1.0 of this annex. It will be reviewed by our DSL or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website here [*insert link*] and is made available to staff by [*insert mechanisms for sharing with staff*]

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can to speak to them.

## **Safeguarding priority**

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

## **Current school position**

*Our position as of 1<sup>st</sup> October 2020 is that we are open for all year groups and are prepared at any point to switch to a blended offer of remote learning and classroom based learning.*

All staff and volunteers attending on site from outside our school will complete an induction to ensure they are aware of safeguarding risks and know how to act if they have concerns.

## **Safeguarding partners' advice**

We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice.

## **Roles and responsibilities**

The roles and responsibilities for safeguarding in our school remain in line with our Child Protection Policy.

If possible, our DSL and at least one deputy DSL will be available on site during the school day. Where this is not possible, we will:

- have a trained DSL or deputy DSL available by phone and/or online video; or
- ensure we have access to a trained DSL or deputy DSL from another school or college by phone and/or online video.

Where our DSL or a deputy DSL cannot be on site, then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.

**The designated safeguarding lead (DSL) for child protection is** Helen Graham

Contact details: email: [CherryTree\\_Primary\\_Head@warrington.gov.uk](mailto:CherryTree_Primary_Head@warrington.gov.uk) tel: .01925 755885

**The deputy designated lead(s) is** Anita Bottomley

Contact details: email: [CherryTree\\_Primary\\_Deputy@warrington.gov.uk](mailto:CherryTree_Primary_Deputy@warrington.gov.uk) tel: 01925 755885

## **Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Senior leaders in our school, especially the DSL (and deputies) know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

## **Increased vulnerability or risk**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff and volunteers will be aware of the mental health of [children](#) and their [parents and carers](#) and will contact the DSL or a deputy if they have any concerns.

## **Attendance**

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a deputy DSL will be informed.

The DSL or a deputy will attempt to contact the parents through various methods, such as telephone, FaceTime, Skype or by contact a relative in the first instance. If contact cannot be made or if the DSL or a

deputy DSL deems it necessary, we will undertake a home visit or ask an appropriate agency to do so. A risk assessment will be carried out before any such visit is made to ensure staff the family are not put at risk.

Where a vulnerable child does not take up their place, we will notify their social worker.

### **Reporting concerns about children or staff**

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our Allegations Against Staff Policy.

### **Staff training and induction**

For the duration of the COVID-19 measures, our DSL and deputy DSLs are unlikely to receive their refresher training. In line with government guidance, our trained DSLs and deputy DSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children.

### **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

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For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2019. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

### **Peer on peer abuse**

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the [signs of peer-on-peer abuse](#) and will follow the process set out in our Child Protection Policy and our Behaviour Policy.

### **Online safety**

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Our staff will follow the process for online safety set out in our Child Protection Policy.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

### **New children at the school**

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC

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plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

### **Supporting children not in school**

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that plan will be recorded in the safeguarding file for that child. It will be reviewed regularly to ensure it remains current during these measures.

**Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)

