Safeguarding and Child Protection Policy

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School Link: Ms C Ward
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SCHOOL DETAILS

Head Teacher:	Mr Simon Corner
Designated Safeguarding Lead:	Ms Claire Ward
Deputy Designated Safeguarding Lead/s:	Mrs Nicky Harrison, Mrs Kirsty Bryan, Mr Adam Mitchell, Mr Matthew Deeney, Mrs Judith Bairstow
Designated Governor for Safeguarding:	Mrs Pam Jones
Chair of Governors:	Mrs Chris Fone

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1.0 INTRODUCTION

1.1 Wade Deacon High School fully recognises its duty toward safeguarding and promoting the welfare of children under Section 157 of the Education Act 2002.

1.2 The Governing body takes seriously its responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering, or likely to suffer, harm.

1.3 The aim of this policy is to establish a "whole school" approach to Safeguarding Children, in order to:

- Protect children from maltreatment;
- Prevent impairment of children's mental and physical health or development;
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care undertaking;
- Take action to enable all children to have the best outcomes

1.4 Wade Deacon High School will prevent abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will feel they are supported by colleagues and the Senior Leadership Team, including the Governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves.

1.5 Safeguarding children and young people will be reflected throughout the curriculum.

1.6 As part of our safeguarding ethos, Wade Deacon High School encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Wade Deacon High School ensures that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. Further information regarding this is contained in Section 16.

1.7 Wade Deacon High School will protect children at risk of abuse and neglect by having safeguarding procedures in place that reflect current legislation, guidance and best practice.

1.8 The School also ensures that safer recruitment practices are followed when recruiting staff at all levels across the school, including volunteers. Induction and continuous staff training on safeguarding children (relevant to role and responsibilities) is also provided.

1.9 The School will make key decisions regarding information sharing in line with guidance and data protection and will always seek to gain consent from parents/carers, but will always consider the principles of section 1 of the Children Act 1989 whereby the child's needs are paramount.

1.10 This policy has been developed in accordance with the principles established by:

- Education Act 2002

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006; Childcare (Disqualification) Regulation 2009
- Children and Families Act 2014
- Children and Social Work Act 2017
- Data Protection Act 2018; General Data Protection Regulation (GDPR) 2018

and with reference to the following key documents and statutory guidance:

- *Keeping Children Safe in Education 2020*
- *Working Together to Safeguard Children 2018*
- *Disqualification under the Childcare Act 2006; effective 31st August 2018*
- *Prevent Duty Guidance 2015*
- *The Prevent Duty; Departmental advice for schools and childcare providers 2015*
- *What to do if you're worried a child is being abused: Advice for Practitioners 2015*
- *Information sharing; Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018*
- *Sexual violence and sexual harassment between children in schools and colleges 2018*
- *UKCISS Sexting in Schools and Colleges; Responding to incidents and safeguarding young people*
- *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*
- Teacher Standards 2012
- *Halton Safeguarding Children Board Pan-Cheshire Multi-Agency Safeguarding Children Procedures www.proceduresonline.com/pancheshire/halton/index.html*
- *Teaching online safety in school June 19*
- *Covid- 19: Safeguarding in schools, colleges and other providers*

1.11 This policy should be viewed alongside the following school policies which have relevance to safeguarding and promoting the welfare of children:

- Whistleblowing Policy
- Staff Code of Conduct Policy
- Allegations Against Adults Policy
- Safer Recruitment and Retention Policy
- Behaviour for Learning
- Anti-Bullying Policy
- First Aid and Medications Policy
- Intimate Care Policy
- Drugs and Substance Misuse Policy
- Attendance and Children Missing Education Policy
- Relationships, Sex Education and Health Education Policy
- Online Safety / Acceptable Use Policy
- Educational Visits
- Health and Safety Policy

1.12 Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers (including supply staff) working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

1.13 This policy applies to all staff (including paid staff and volunteers, permanent / temporary / ancillary / supply contracts), governors and students on placement.

1.14 This policy replaces Safeguarding/Child Protection Policy 2019-2020 and is reviewed on an annual basis.

2.0 DEFINITIONS

2.0.1 Covid 19

At Wade Deacon High School, Keeping Children Safe in Education 2020 (KCSIE) remains in force throughout the response to coronavirus (COVID-19). However, Wade Deacon High School, recognises that further measures or adaptations to current policies and procedures may be required in response to the pandemic. Any such measures will be detailed and communicated through addendums to the policy, when necessary, and shared with all stakeholders. Wade Deacon High School, will continue to follow up to date Government Guidance, including Guidance for safer working practice (with Addendum April 2020)

2.1 Child

A child is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

2.2 Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2.3 Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

2.4 Physical Abuse

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.

2.5 **Emotional Abuse**

The **persistent** emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

2.6 **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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),
- ensure access to appropriate medical care or treatment.

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

2.7 **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

2.7.1 Child Sexual Exploitation (CSE) is also sexual abuse of a child. The definition of Child Sexual Exploitation is:

2.7.2 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does

not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female), under the age of 18, including 16 and 17-year-old who can legally consent to sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying images or videos which they have created on social media). More information can be found in Annex A.

2.7.3 Wade Deacon High School follows the Pan-Cheshire CSE Protocol (available from the HSCB website). Where there are concerns about possible CSE, *Wade Deacon High School* will complete the CE Screening Tool and submit the completed tool to Halton iCART.

2.8 **Contextual Safeguarding**

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

2.8.2 **All** staff, but especially the Designated Safeguarding Lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

2.8.3 Contextual Safeguarding provides a framework for school staff to consider the risks to young people within the social environment which may create vulnerability to Child Sexual Exploitation (see 2.7.1 – Sexual abuse) and Criminal Exploitation.

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

2.8.4 Child Criminal Exploitation (CCE) – Is a form of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity (a) in exchange

for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of "County Lines" criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from one area to another, typically from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in County Lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered. Like other forms of abuse and exploitation, County Lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

2.8.5 The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation. Signs include:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones;
- Excessive receipt of texts / phone calls;
- Relationships with controlling / older individuals or groups;
- Having older boyfriends / girlfriends;
- Suffer from sexually transmitted infections or become pregnant;
- Associate with other young people involved in exploitation;
- Leaving home / care without explanation;
- Suspicion of physical assault / unexplained injuries;
- Parental concerns;
- Carrying weapons;
- Significant decline in school results / performance;
- Gang association or isolation from peers or social networks;
- Self-harm or significant changes in emotional well-being;
- Suffer from changes in emotional well-being;
- Misuse drugs and alcohol.

2.8.6 Wade Deacon High School follows the Pan-Cheshire CSE Protocol (available from the HSCYPSP website). Where there are concerns about possible Contextual Safeguarding, Wade Deacon High School will complete the Child Exploitation (CE) Screening Tool and submit the completed tool to Halton iCART.

2.9 Extremism

Extremism is defined in the Counter Extremism Strategy 2015 as "the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist." Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

2.10 Mental Health

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

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

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

2.10.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

2.11 Children Missing from Education

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

2.12 Signs and Indicators of Abuse

2.12.1 Further information regarding the signs and indicators of abuse can be found in Appendix 1.

2.12.2 Included within Appendix 1 is information regarding the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation, Sexting, Female Genital Mutilation, Forced Marriage, Honor Based Abuse, Peer on Peer abuse, Sexual Violence and Sexual Harassment, Vulnerabilities to Extremism, Children Missing Education, Domestic Violence and Mental Health.

3.0 ACCOUNTABILITY

3.1 All staff, supply staff, volunteers and governors working in the school, are responsible for the operation of this policy.

3.2 The Designated Safeguarding Lead for the school is: Ms. Claire Ward who can be contacted on 01514232721 or c.ward@wadedeacon.co.uk

In their absence, the Deputy Designated Safeguarding Leads are: Mrs Nicky Harrison, Mrs Kirsty Bryan, Mr Adam Mitchell, Mr Matthew Deeney or Mrs Judith Bairstow

3.3 In addition, the Governing Body has nominated a Designated Governor for Safeguarding. The Designated Governor for Safeguarding is: Mrs Pam Jones. If you would like to contact Pam Jones then please contact Claire Rutland, Operations and Administrations Manger, on 01514232721 Ext. 134, who will make you an appointment.

3.4 All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse, to the Designated Safeguarding Lead or, in their absence, their Deputy. This must be done *immediately* following the disclosure being made or a suspicion that arises. The information should be recorded on CPOMS, which will be stored in the child's confidential electronic file.

3.5 The Designated Safeguarding Lead or Deputy has a duty to make a referral to Children's Social Care, whenever there is reason to suspect that a child is suffering, or likely to suffer, significant harm. Where a professional disagreement occurs between workers when working with children and families, the HSCB Escalation Policy should be referred to.

3.6 Parents will be informed of any referrals made to Children's Social Care and consent will be gained. Parents will not be contacted when this would put the child at increased risk of significant harm (e.g. in case of suspected Fabricated or Induced Illness, Sexual Abuse where a family member is the suspected perpetrator, FGM or Forced Marriage). Any decision not to inform parents/carers should be recorded on the Children's Social Care referral form with the reasons for such a decision and a copy should be kept in the Child Protection File for that child.

3.7 The Designated Safeguarding Lead or Deputy may contact Children's Social Care for advice, if unsure as to whether a referral is appropriate.

3.8 The welfare of the child/children concerned, including the welfare of any other children who may be at risk, must always take precedence over confidentiality.

3.9 The Designated Safeguarding Lead and/or Deputy will make every effort to attend any meetings resulting from the safeguarding process to which the school is invited.

3.10 The Designated Safeguarding Lead will ensure that the school is represented by an appropriate member of staff should a Child Protection Conference be convened. The Designated Safeguarding Lead will ensure that this member of staff is fully briefed as to the expectations regarding attending conference, including the decision-making requirement. Reports using the agreed Local Authority Conference template will always be submitted to Conference in advance and shared fully with parents prior to the Conference.

3.11 The Designated Safeguarding Lead is responsible for ensuring that any actions agreed at such meetings are progressed and followed up.

3.12 The Designated Safeguarding Lead and deputies must complete Level 3 safeguarding training relevant to their role, including Working Together to Safeguard Children. This level of training must be updated at least every two years, with further safeguarding training to be accessed on

a minimum of an annual basis. This is to ensure designated staff have appropriate, up to date knowledge and skills which will enable them to identify concerns and make decisions that support the safety of the school community.

3.13 All staff working in the school must be given access to a copy of the Safeguarding / Child Protection policy immediately upon starting work at the school as part of their induction.

3.14 All staff working in the school must undergo full Level 2 Basic Awareness in Safeguarding training appropriate to their role as part of their induction and at a minimum of every three years thereafter. All staff will also receive further safeguarding update training on a minimum of an annual basis. Supply staff will need to have evidence that they are level 2 trained before they are allowed to come in to school.

3.15 The Governing Body will undergo Safeguarding training specific to their role and responsibilities at a minimum of every three years. The Designated Governor for Safeguarding will attend appropriate Roles and Responsibilities training at least every two years.

3.16 A summary of safeguarding cases and pertinent safeguarding issues that have been dealt with by the school will be reported to the Board of Governors on at least an annual basis, with good practice being on a termly basis. All reporting to the Board of Governors will be anonymised and will contain enough detail to allow appropriate scrutiny and oversight.

3.17 The Board of Governors shall be responsible for ensuring that the school has up to date policies in place with respect to Safeguarding Children, which include procedures for handling allegations against adults working with children whether in a paid or voluntary capacity.

3.18 The Board of Governors will ensure that the school operates safer recruitment procedures including:

- at least one member of every recruitment panel having completed approved Safer Recruitment training
- appropriate DBS checks completed for staff (including Barred List checks and teacher prohibition and relevant overseas checks where appropriate)
- where appropriate, checks made regarding specific staff whose duties fall within the Childcare (Disqualification) Regulation 2009
- the maintenance of an accurate Single Central Record

4.0 ROLES & RESPONSIBILITIES OF STAFF

4.1 Through regular contact with children, all staff across the school community are well placed to identify concerns and have individual responsibility for reporting such concerns to the Designated Safeguarding Lead or Deputies.

4.2 Staff will ensure that they are able to recognise possible indicators of abuse and neglect (see Appendix 3 for further information) and know who to report their concerns to.

4.3 Staff will report any safeguarding concerns to the Safeguarding Team without delay and in a timely fashion. Verbal reporting of concerns will then be followed up in writing as soon as possible but always within 24 hours. Rather than thinking "*what if I'm wrong?*" staff are encouraged to think "*what if I'm right?*" in relation to any safeguarding concerns.

4.4 Staff will ensure that they record their concerns using the school's standard recording format CPOMS, in a contemporaneous fashion, clearly noting the difference between fact and opinion and where the information has come from. The voice of the child will be made clearly evident. Supply staff do not have CPOMS access, therefore they must report concerns to the DSL or a deputy and follow this up with a hand written or typed account of concern that a member of the team can add to CPOMS.

4.5 Staff will ensure that concerns relating to a child remain confidential and are only shared with the Designated Safeguarding Lead or Deputies.

4.6 Staff will co-operate with safeguarding enquiries made by Children's Social Care in relation to our pupils.

4.7 Staff will develop effective links with other agencies in the interests of child welfare.

4.8 Staff will ensure that they attend full Level 2 Basic Awareness in Safeguarding training appropriate to their role at least every three years and will attend further update training annually. This includes ensuring attendance at WRAP training regarding the Prevent Duty.

4.9 Staff will ensure that they are familiar with and understand all school safeguarding related policies and procedures.

4.10 Staff will provide a safe environment in which children can learn and will have a belief that "*it could happen here*".

4.11 Staff are aware that the Teachers' Standards 2012 state that teachers (including head teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

4.12 Staff understand that it may be appropriate to discuss with the Head teacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.

4.13 Staff understand that failure to follow any of the procedures set out within this policy may result in disciplinary action being taken by the school.

5.0 ROLES & RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD

5.1 The Governing Body will ensure that an appropriate senior member of staff is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead (DSL) will be a member of the Senior Leadership team and the role will be explicit within their job description. This person will have the appropriate status and authority within the school to carry out the duties of the post. They 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, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. He / she will undertake the following as part of the role:

1. Provide support, advice and guidance to colleagues;

2. Recognise signs / indicators of abuse and decide when referrals to Children's Social Care / other relevant agencies are appropriate. This should include identification of cases where Early Intervention would be appropriate;
3. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
4. Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies.
5. Liaise with the Principal to inform him of any issues or on-going investigations. to inform him / her of any issues or on-going investigations, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigation.
6. Ensure there is always cover for the DSL role by having a named deputy or team of deputies;
7. Ensure that the named deputy or deputies are trained to the same level of the DSL and that the role is also explicit within their job description;
8. Lead a team of Deputy Safeguarding Leads if the establishment is large enough to require this (including providing effective support and supervision to these colleagues);
9. Attend and effectively contribute to Child in Need, Child Protection Conference, Core Groups, CAF meetings and any other meetings or plans requested by other agencies;
10. Provide written reports at such meetings using the Local Authority report template
11. Ensure that school is always represented at Child Protection Conferences (including cover during school holiday times) and ensure that a written report is always submitted and shared with the family prior to conference;
12. Keep detailed, accurate and secure written records of referrals and concerns. Ensure that only designated members of staff are given full key holder permissions to access the full record on CPOMS.
13. Monitor and track the progress of all vulnerable students (including those who are subject to Children's Social Care intervention);
14. Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
15. Provide the Governing Body with an up to date analysis of safeguarding related issues and numbers of vulnerable students to enable them to scrutinise, challenge and support school as necessary;
16. Ensure the school's Child Protection and Safeguarding related policies are up to date and reviewed annually. Work with the Governing Body / Designated Governor regarding this;
17. Complete the Section 175/157 Audit as requested by the Local Safeguarding Children Board. Work with the Principal and Designated Governor regarding this;
18. Ensure every member of staff has access to and understands the school's Child Protection and Safeguarding related policies (including whistleblowing, etc.);
19. Ensure that parents have access to and have seen the Safeguarding/Child Protection policy which alerts them to the fact that referrals may be made and the role of the school to avoid possible future conflict;

20. Ensure pupils are aware of the Safeguarding/Child Protection policy (providing a "child friendly" version of policy);
21. Ensure that the most up to date version of the Safeguarding/Child Protection Policy is available to download from the school website and that appropriate safeguarding information is displayed to website visitors;
22. Ensure all staff (including ITT students) have induction training which covers child protection / safeguarding and are able to recognise and report any concerns immediately when they arise, including the fact that there is also the possibility of peer on peer abuse;
23. Ensure that all staff have full Level 2 Basic Awareness in Safeguarding training at least once every three years, and ensure that all staff receive safeguarding update training on a minimum of an annual basis. Keep accurate records of staff participation in this;
24. Ensure that all staff have completed WRAP Level 3 training in relation to their Prevent Duty
25. Ensure all staff are aware of and adhere to the school's Code of Conduct Policy. Ensure that this Code of Conduct Policy includes references to online conduct and e-safety and is reviewed on an annual basis;
26. Attend Level 3 multi-agency Working Together training, and subsequent Refresher training every 2 years;
27. Continually update safeguarding knowledge by attending appropriate Level 3 multi-agency safeguarding training on a minimum of an annual basis;
28. When young people leave the establishment, ensure their child protection file is transferred to the new setting (within 15 school days where possible), but separately to the main school file, as per the *"Halton Protocol for the Transfer of Child Protection Records between Education Settings"*. Ensure that a copy of the chronology of the file is retained by school and stored appropriately;
29. Ensure that the school has a suitably trained "Key Adult/s" in order to fulfil its obligations under Operation Encompass;
30. Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website;
31. Ensure safe messages are displayed in reception / visitor areas and that appropriate checks are made on entry to the school. Ensure visitors to the establishment are aware of who the DSL and deputies are and how to share concerns should they arise
32. Share and disseminate good practice within own school and within the local area.
33. Attend Designated Safeguarding Lead network meetings which will receive and provide information from and to the Safeguarding Education subgroup of the HCYPSP.
34. Attend Designated Safeguarding Lead training workshops to maintain up to date knowledge and an ongoing training portfolio in relation to Safeguarding issues.
35. Supporting the Governing Body in fulfilling its role in relation to the arrangements set out in HCYPSP.

6.0 ROLES & RESPONSIBILITIES OF GOVERNING BODY AND DESIGNATED GOVERNOR

6.1 Governing bodies are responsible for ensuring the school's policies and procedures for child protection meet statutory requirements as is set out in *Keeping Children Safe in Education 2020*. All governors have a responsibility to ensure the school's safeguarding measures meet statutory requirements and all should know what to do if they have concerns about a child.

6.2 Governing bodies are responsible for ensuring that the school complies with the expectations of relevant agencies as outlined in Halton's Children and Young People Safeguarding Partnership arrangements.

6.3 The Designated Safeguarding Lead should liaise with the Designated Governor for Safeguarding so that the Designated Governor can report to the governing body about safeguarding issues. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the Designated Governor and the Designated Safeguarding Lead to present the report together.

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

This includes:

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

6.5 As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

6.6 Governing bodies and proprietors should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

7.0 EARLY INTERVENTION

7.1 Wade Deacon High School recognises that some children need early help and support and is committed to the early identification of such needs. Providing help early is more effective in promoting the welfare of children than reacting later when concerns have escalated.

7.2 The recognised method of providing early intervention in Halton is the multi-agency Common Assessment Framework (CAF) process. CAF is a four-step process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when:

- A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)

- A child or their parent/carer, raises a concern with a member of staff
- A child's needs are unclear, or broader than the member of staff's service can address

7.3 All staff in school will be alerted to the potential need for early help for a child who:

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

7.4 In order to best support children and families, Wade Deacon High School will participate fully in the Early Intervention/CAF process and will take on the role of Lead Professional where appropriate. To support this, Wade Deacon High School will ensure that a member of staff is fully trained to use eCAF.

7.5 The CAF process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory. Wade Deacon High School recognises that should a family not provide consent, this may require a review of the Level of Need as refusal to provide consent may increase the risk to the child. Subsequently consultation with iCART (Integrated Contact and Referral Team) would be required.

7.6 The Early Intervention Locality Teams in Halton develop and maintain strong links to universal services, offer named link workers to key services, offer direct family support and offer support, advice and guidance to professionals. They also offer oversight of CAFs to ensure the level of need is correct. The locality teams are located in Widnes and Runcorn.

7.7 Contact should be made with a worker located within the Early Intervention Locality Team or Children's Social Care iCART team or for advice and support around the CAF process and for help to identify the most appropriate support services for a family's identified needs. If a CAF is already open and risks are increasing or the plan is not progressing, iCART can be contacted by school to request a Step Up . **The contact number is 0151 907 8305.**

8.0 PROCEDURES REGARDING SAFEGUARDING CONCERNS

8.1 All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. If any member of the school community has a safeguarding concern regarding a child, they should contact the Designated Safeguarding Lead without delay. Staff and governors should not investigate possible abuse or neglect themselves.

8.2 Injuries noted should be reported to the Designated Safeguarding Lead immediately and without delay as it is acknowledged that once an injury occurs, the body will start to heal and

therefore evidence will start to diminish.

8.3 The Designated Safeguarding Lead will consider the information they have received and will determine what action should be taken by the school. He/she will refer to the Halton Levels of Need framework to aid this decision making (see Appendix 4). He/she must record the outcome of this decision making process.

8.4 If the Designated Safeguarding Lead is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care they should contact the Integrated Contact and Referral Team (iCART) for advice (See Appendix 4 for the referral flowchart).

8.5 Children's Social Care contact details are as follows:

- **iCART, 9am-5pm Mon-Thursday, 9am-4.30pm Friday: 0151 5117722**
- **Out of hours Emergency Duty Team (EDT): 0345 050 0148**

8.6 If the Designated Safeguarding Lead feels that the concern should be addressed via the Common Assessment Framework (CAF) or Children in Need processes, then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Designated Safeguarding Lead should consider how to proceed, including if refusal increases the risk of harm to the child.

8.7 Where the Designated Safeguarding Lead feels that the information indicates that a child is in need of protection, they should still contact the parent(s) to inform them that they are making a referral to Children's Social Care and to gain consent, unless to do so would place the child at increased risk of harm; for example:

- where sexual abuse involving a family member is suspected or disclosed;
- where fabricated or induced illness is suspected;
- where to do so would impede an existing criminal investigation.

8.8 The Designated Safeguarding Lead and/or Deputy will complete, in detail, the Children's Social Care multi-agency referral form (available on the Halton Safeguarding Children Board website www.hcypsp.haltonsafeguarding.co.uk). He/she will include as much detail as possible relating to the child, immediate and wider family, the allegation of harm, situation, context, environment, risks and protective factors to enable Children's Social Care to react in a timely way. This referral form must be completed within a maximum of 48 hours but sooner when requested.

8.9 If the school does not receive a response of the outcome to the referral from Children's Social Care within one working day, the Designated Safeguarding Lead should contact iCART immediately.

8.10 If the referral to iCART results in a Single Assessment and a period of Child in Need or Child Protection, or a CAF assessment and plan, the Designated Safeguarding Lead and/or Deputy will engage thoroughly with the relevant assessment and resulting plan.

9.0 PROCESS TO FOLLOW IF A CHILD MAKES A DISCLOSURE

9.1 If a child makes a disclosure of abuse to you:

You should:

- Listen and keep calm. Do not interrupt
- You MUST NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why
- Observe visible bruises and marks, but do not ask a child to remove or adjust their clothing to view them;
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions
- Use the "TED" model for asking open ended questions: "**T**ell me about that", "**E**xplain that to me", "**D**escribe that";
- Make a record of what has been said immediately afterwards in words used by the child and yourself to the best of your memory. Use capital letters for the child's words to help distinguish between the two;
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.;
- Clearly indicate whether fact, opinion or third party information;
- Report the matter immediately to the Designated Safeguarding Lead;
- If in doubt seek advice from the Designated Safeguarding Lead.

You should not:

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child;
- Examine the child;
- Investigate;
- Promise confidentiality;
- Summarise or use your own words to describe events;
- Delay sharing the information with the Designated Safeguarding Lead.

10.0 CONFIDENTIALITY

10.1 Wade Deacon High School recognises that all matters relating to child protection are confidential.

10.2 The Head teacher, Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a need to know basis only. Guidance about sharing information can be found in the 2018 document "*Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018*"

10.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

10.4 All staff must be aware that they cannot promise confidentiality to a child which might result in the child's safety or wellbeing being compromised.

10.5 Wade Deacon High School will always share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

10.6 Wade Deacon High School recognises that children's welfare is our paramount concern and therefore will use the principles set out in section 1 of the Children Act 1989 in order to inform some decisions regarding information sharing.

10.7 Wade Deacon High School pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Wade Deacon High School is aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as "special category personal data". Where we would need to share special category personal data, we are aware that the Data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition that allows us to share information. This includes allowing school to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

11.0 RECORDING, MAINTENANCE & TRANSFER OF RECORDS

11.1 All safeguarding concerns should be recorded on the CPOMS reporting system. Staff making records will ensure that they clearly distinguish between fact and opinion and whether the information is 1st or 2nd hand. Records will clearly evidence the voice of the child and will always be written contemporaneously.

11.2 Records will be maintained by the Designated Safeguarding Lead and Deputy through the CPOMS system.

11.3 Individual files should be clearly organised in chronological order and all entries should be signed and dated in a legible manner by the person making the entry. This should include their role/designation at the school. There should be a chronology of events kept on file to enable the Designated Safeguarding Lead and Deputy to have an immediate overview of the case.

11.4 The Designated Safeguarding lead and their Deputy will ensure that relevant members of staff have access to the information on the CPOMS online system and will ensure that only the Designated Safeguarding members of staff are provided with full Key holder permissions.

11.5 Files will be archived and securely stored until the child's 25th birthday.

11.6 If a child transfers between schools the Designated Safeguarding Lead will be responsible for transferring the child's Child Protection File to the new school. The Designated Safeguarding Lead will follow the *"Halton Protocol for the Transfer of Child Protection Records between Education Settings"*. The Designated Safeguarding Lead will speak to their counterpart in the school to which the child is transferring in order to ensure that they are aware that the file is to be transferred. Upon confirmation of the child starting on roll the file should be transferred as soon as possible (within 15 schools days), but separately to the main school file. The file should be signed upon receipt, and delivered by hand wherever possible. A copy of a chronology from the original file will be kept in school until the child's 25th birthday and will then be securely disposed of. Where another school uses CPOMS the system will transfer the pupil file securely through the online system and will issue a receipt to confirm that the file has been sent and received by the school to which the child is transferring.

12.0 ALLEGATIONS MANAGEMENT

12.1 All school staff will be aware of and work within the school's statutory Code of Conduct Policy and other relevant policies and procedures. The Staff Code of Conduct Policy will include guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media. This guidance should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

12.2 Where allegations against a staff member (including supply staff and volunteers) are made, the Principal should be notified *immediately*. In the event that the Principal is not available, or the allegation concerns them, the Chair of Governors should be contacted. No other members of staff will be asked to manage an allegation about another professional.

12.3 Where there are concerns/allegations about the Principal, this should be referred to the Chair of Governors.

12.4 Halton Safeguarding Children Board's LADO procedures (available from http://children.haltonsafeguarding.co.uk/docs/LadoProcedures.pdf) should be followed in all cases where it is alleged that a member of staff has:

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

12.5 Responding to the allegation in a timely and fair manner is essential. Wade Deacon High School will consider what immediate actions are required to reduce any risk to children within the school. This may include the staff or supply member being moved to a position in the school where they have no contact with children, or could include that the person is suspended from duty whilst an investigation is undertaken. Suspension will be the last resort and should be seen as a neutral act. Appropriate support will be offered to both the subject of the allegation and complainant.

12.6 Contact should be made with the Local Authority Designated Officer (LADO) in Halton within 24 hours of receiving the allegation. The duty LADO will request that school complete a Consultation Form (available from the Halton Safeguarding Children Board website) in order to provide advice and guidance regarding the matter. The duty LADO will, where appropriate and threshold has been met, arrange for a Strategy Meeting to be undertaken. **The contact details for LADO in Halton are 0151 511 7229, safeguarding.adminteam@halton.gov.uk**

12.6.1 **Please note:** *Working Together 2020* refers to LADO as the "Designated Offer", but in line with the North West area, the full title in Halton remains Local Authority Designated Officer.

12.7 Where the details of the allegation also suggest that criminal offence may have been committed, the Police will also be contacted.

12.8 The Principal should record as much detail as possible about the initial disclosure but should not take statements from children or employees or investigate the matter further until a consultation has taken place with the LADO. The Principal will not undertake an investigation prior to consulting with the LADO.

12.9 Following consultation with the LADO Wade Deacon High School will ensure that the staff or supply person is made aware that an allegation has been made, but will not provide the individual with any further details initially. The member of staff or supply person, should be advised of the procedures regarding allegations and Wade Deacon High School will ensure that the member of staff or supply member has access to appropriate support.

12.10 Where there is no criminal offence and Police are not leading on an investigation, any investigation undertaken by the school will be timely, thorough, consistent and fair to all parties involved in order to reach the correct conclusion and outcome. Wade Deacon High School will endeavour to complete this investigation as quickly as possible.

12.11 As a result of an investigation either through the LADO process or via internal disciplinary procedures, if any member of staff or supply person is found not suitable to work with children, Wade Deacon High School will refer the individual to the Disclosure and Barring Service (DBS) for consideration for barring. This includes where the member of staff resigns prior to conclusion of the investigation, the member of staff is dismissed, or when the school ceases to use their service as a result of a substantiated allegation. Where appropriate, consideration will also be given to referral to the Teaching Regulation Agency for possible prohibition from teaching.

12.12 Wade Deacon High School will not use "compromise" or "settlement agreements" if the member of staff is not suitable to continue in their employment with children.

12.13 Wade Deacon High School recognises that there are occasions when a person who works with children behaves in a way that is concerning and raises questions about their ability to recognise and take steps to safeguard children in their care that wouldn't meet the threshold of LADO. As an employer, the school has a duty to consider whether the issue indicates that they are unsuitable to continue in their role for the immediate future or indefinitely. These are known as issues of suitability and would be dealt with via the school's disciplinary procedures. Issues of suitability can include:

- Where an employee is being investigated for an offence against an adult, or
- Their behaviour in their personal lives brings into question their suitability to work with children.

12.13.1 However if an adult who works with children has involvement from Children's Social Care in respect of their own child, or a child that they live with or have contact with, it is the responsibility of Children's Social Care to assess the immediate concern and inform the LADO of whether the adult poses a risk to children. Examples of this may include:

- Allegations of assault, physical or emotional, on their own child or on a child they live with or have contact with;
- Domestic abuse;

- Substance misuse;
- Lives with or is in a relationship with a person who is identified as a risk to children.

The situation would meet the threshold of LADO should the child in question be made subject to a Child Protection plan. This is because Children's Social Care has determined that the adult presents a risk to the associated child either directly or due to a failure to protect.

12.13.2 Staff in school should ensure that they disclose information about themselves relating to the above to the Head teacher as soon as possible. School will create an environment and culture where staff are able to do this.

13.0 WHISTLEBLOWING

13.1 Wade Deacon High School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's Whistleblowing Policy is there to support and aid them in these circumstances.

13.3 Whistleblowing regarding the Head teacher should be made to the Chair of the Governing Body, Chris Fone is the current acting Chair of Governors. If you would like to contact Chris Fone then please contact Claire Rutland, Operations and Administrations Manager, on 01514232721 Ext. 134, who will make you an appointment.

13.4 Should the situation arise where a member of staff feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, advice can be sought via NSPCC helpline or through OFSTEDS Whistleblowing helpline. The contact details are :-
NSPCC
- Telephone number - 0800 028 0285.
- Email – help@nspcc.org.uk
OFSTED Whistleblowing helpline
- Telephone number - 0300 1233155
- Email – **whistleblowing@ofsted.gov.uk**

14.0 ESCALATION

14.1 If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern.

14.2 Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with Halton Children and Young People Safeguarding Partnership's formal escalation policy to ensure a timely resolution. The escalation policy can be located here: www.proceduresonline.com/pancheshire/halton/p_escalation_pol.html?zoom_highlight=escalation

15.0 PROACTIVE SAFEGUARDING

15.1 Wade Deacon High School recognises that the school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection.

15.2 Wade Deacon High School recognises that school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

15.3 Wade Deacon High School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead and deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. This includes risk in schools. The Contextual Safeguarding Network has developed resources for schools to self-assess such risks. The resources can be accessed after registering with the Contextual Safeguarding Network at: www.contextualsafeguarding.org.uk/en/publications/schools-assessment_toolkit

15.4 The school community will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors;
- Promote a caring, safe and positive environment within the school;
- Ensure that the school site is a safe, secure and welcoming place to learn and grow;
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying;
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc;
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- Include safeguarding messages across the full curriculum, including PSHE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include e.g. staying safe online, anti-bullying, e-safety, knife crime, road safety, issues around consent, sexting, and positive mental health;
- Offer a positive school experience;
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

16.0 SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

16.1 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.

16.2 Wade Deacon High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others that goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

16.3 Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter-Terrorism and Security Act 2015, Wade Deacon High School will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and have attended WRAP Level 3 training and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

16.4 The School Lead (Single Point for Contact) for Prevent is:
Mrs Nicky Harrison

He/she will link with other relevant agencies (including the Police) to ensure that vulnerable people are appropriately supported and risk assessed, and that all staff and Governors have received WRAP (Workshop to Raise Awareness of Prevent) training to ensure they are able to recognise any concerns. The specific Roles and Responsibilities of this Single Point of Contact (SPOC) are defined in Appendix 3.

16.5 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Wade Deacon High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

16.6 Definitions of radicalization, extremism and terrorism, and indicators of vulnerability to radicalisation are contained in Appendix 3.

16.7 Wade Deacon High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

16.8 The Channel and Prevent contacts within Cheshire Constabulary are:

Sian Roberts	sian.roberts@cheshire.pnn.police.uk
DC Lesley Price	lesley.price@cheshire.pnn.police.uk
DC Andrew McIntyre	andrew.mcintyre@cheshire.pnn.police.uk
DC Brendan Crilley	Brendan.Crilley@cheshire.pnn.police.uk
Team email	prevent@cheshire.pnn.police.uk

Alternatively there are the following national contacts available:

Anti-Terrorist Hotline 0800 789 321
Text Phone Service 0800 032 4539
Website https://secure.met.police.uk/athotline/

Appendix 1

SIGNS AND INDICATORS OF ABUSE IN CHILDREN AND SPECIFIC SAFEGUARDING ISSUES

The risk indicators described in this appendix are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with Designated Safeguarding Lead
- May require consultation with and / or referral to Children's Services

However, it is important to note that the absence of such indicators does not mean that abuse or neglect has not occurred.

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour / attendance at school
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises / injuries with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

In an abusive situation the child may:

- Appear frightened of the parent/s or other adults or children
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent
- Be misusing substances (alcohol or drugs)
- Have mental health issues that compromise parenting ability
- Persistently refuse to allow access on home visits
- Be a victim or a perpetrator of domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household. Staff should also be aware of the potential for peer on peer abuse in that abuse can be perpetrated by children or young people in addition to adults.

In relation to any of the signs and indicators described below, staff should ensure that they follow procedures set out in parts 4.0 and 8.0 of the main policy as detailed above.

RECOGNISING PHYSICAL ABUSE

Children will have accidental injuries. All injuries noted by staff should be responded to, regardless of whether the member of staff suspects it is an accidental injury. The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors, urgent treatment centres (e.g. Walk-in centres) and A&E departments
- Reluctance to give information or mention previous injuries
- Absence from school (which may be used to hide injury from professionals)
- Depression and anxiety
- Aggression and violence
- Difficulties with relationships and socialising
- Trying to hide injuries (e.g. under clothing) – reluctance to get changed for PE
- Becoming distant or withdrawn
- Going missing from home
- Not wanting to go home from school

Injuries to children should always be addressed immediately in order to prevent evidence from disappearing. This is particularly pertinent in the case of visible slap / scratch marks.

Injuries caused by Physical Abuse

Bruising

- On the cheeks, ears, palms, arms and feet
- On the back, buttocks, tummy, hips and backs of legs
- Any bruising to a non-mobile child
- Multiple bruising in clusters, usually on the upper arms or outer thighs
- Bruises which look like they have been caused by fingers, a hand or an object (the outline of an object used e.g. belt marks, hand prints or a hair brush)
- 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

Burns and Scalds

- Burns on the backs of hands, feet, legs, genitals or buttocks
- Burns which have a clear shape, e.g. a cigarette burn or lineal burns
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water on his/her own accord will struggle to get out and cause splash marks)

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.

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

RECOGNISING EMOTIONAL ABUSE

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay – physical, emotional and mental
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non attachment
- Aggressive / violent behaviour
- Scape-goated within the family
- Problems with relationships and socialising
- Rebellious behaviour
- Low self-esteem and lack of confidence – can manifest as eating disorders or self-harming behaviours;
- Withdrawn or seen as a "loner" – difficulty relating to others (self-isolating behaviour or negative impulsive behaviour

RECOGNISING NEGLECT

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- Poor supervision of child
- Poor hygiene (e.g. dirty or smelly)
- Unwashed / inadequate clothing
- Untreated health problems or frequent missed medical / dental appointments
- Frequent, untreated bouts of head lice
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school / poor punctuality
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Poor school attendance / punctuality

- Withdrawn / isolated
- Problems with relationships and socialising

Within Halton, the Graded Care Profile is used as a recognised tool for the assessment of neglect. Further information regarding this can be found on the Halton Safeguarding Children Board website.

RECOGNISING SIGNS OF SEXUAL ABUSE

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and a full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Risk taking behaviour (during adolescence)
- Promiscuous behaviour
- Aggressive behaviour
- Withdrawn or isolated
- Unexplained gifts, toys or favours
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Pain or itching of genital area
- Blood on underclothes
- Bed wetting or soiling
- Sleep problems
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted infections, presence of semen on vagina, anus, external genitalia or clothing

The Brook Sexual Behaviours Traffic Light Tool is available for professionals who work with children to help identify, assess and respond appropriately to sexual behaviours http://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

RECOGNISING CHILD SEXUAL EXPLOITATION

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections

- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts, or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are;
- getting in/out of different cars driven by unknown adults
- unknown adults collecting the children from school
- having older boyfriends or girlfriends
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- repeat absences / truancy from school (e.g. same time of day, same day each week, etc.)
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse
- frequent missing from home episodes
- getting involved in crime, police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

RECOGNISING SEXTING / YOUTH PRODUCED SEXUAL IMAGERY

Whilst professionals refer to the issue as "sexting" there is no clear definition of "sexting". Many professionals consider sexting to be "sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet" yet when young people are asked "What does sexting mean to you?" they are more likely to interpret sexting as "writing and sharing explicit messages with people they know". Similarly, many parents think of sexting as flirty or sexual text messages rather than images. "Youth produced sexual imagery" best describes the practice because:

- "Youth produced" includes young people sharing images that they, or another young person, have created of themselves
- "Sexual" is clearer than "indecent". A judgement of whether something is 'decent' is both a value judgement and dependent on context
- "Imagery" covers both still photos and moving videos

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

The Law

Making, possessing and distributing any imagery of someone under 18 which is "indecent" is illegal. This includes imagery of yourself if you are under 18. Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.

- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

The types of incidents which this covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

This does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery

This does mean that young people are breaking the law by sharing such images, however whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

Whilst it is recognised that the production of such imagery is likely to take place outside of school, issues often manifest in school. As a result it is expected that:

- All members of staff should be able to recognise and refer any disclosures of incidents of this nature
- All incidents of youth produced sexual imagery should be dealt with as safeguarding concerns and school safeguarding procedures should be followed
- Adults should not view youth produced sexual imagery unless there is a good and clear reason to do so

If staff have any concerns re: sexting or any disclosures are made, they should *always* follow the school's safeguarding procedures and refer to the DSL / Deputy. They should *never* view, print, copy or share any images themselves; this is illegal.

The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. If a decision is made to view imagery the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal

- Discuss the decision with the Principal;
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Principal;
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the Senior Leadership Team. This staff member does not need to view the images
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Principal or a member of the Senior Leadership Team's office
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

RECOGNISING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Wade Deacon High School considers that it is important all staff at are aware of the difference between sexual violence and sexual harassment in order to help identify and report any concerns.

What is sexual violence?

Under the Sexual Offences Act 2003 offences relating to sexual violence are described below:

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

What is consent?

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

What is sexual harassment?

Sexual harassment is "unwanted conduct of a sexual nature" that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats
- Upskirting

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence.

RECOGNISING HARMFUL PRACTICES (FEMALE GENITAL MUTILATION, FORCED MARRIAGE AND HONOUR BASED ABUSE)

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. There are 4 types of procedure:

- Type 1, Clitoridectomy - partial/total removal of clitoris
- Type 2, Excision - partial/total removal of clitoris and labia minora
- Type 3, Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4, all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out because there is a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- It preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement / perpetuates a custom or tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- It is mistakenly believed to make child birth easier

Signs that may indicate a child has undergone FGM:

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the "at risk" communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistani, Indonesian and Pakistani)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be "cut" or to prepare for marriageProlonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to stand, sit or walk. Looking uncomfortable when undertaking these activities
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infections
- Disclosure

Mandatory Reporting of FGM

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

If there are suspicions regarding FGM, it is essential that schools take action **without delay**. If there are concerns that a child is at risk of, or is a victim of, FGM contact the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk

Forced Marriage (FM)

A Forced Marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Forced Marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological, for example, when someone is made to feel like they're bringing shame on their family. Financial abuse (taking the person's wages or not giving them any money) can also be a factor.

Often those about to be forced into marriage can't talk about what's happening to them because of the emotional pressure they are under from family. If there are suspicions regarding Forced Marriage following talking to the child, it is essential that school takes action without delay. (In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.) If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151.

Honour Based Abuse (HBA)

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. The terms "honour crime" or "honour-based abuse" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

In disobeying this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBA can be a trigger for a Forced Marriage.

INDICATORS OF FM OR HBA

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays

- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further / higher education
- Accompanied to doctors or clinics by family members
- Self-harm / attempted suicide / depression / isolation
- Running away from home
- Eating disorders
- Substance misuse
- Siblings forced to marry / early marriage of siblings
- Self-harm or suicide of siblings
- Death of a parent
- Family disputes

If there are suspicions regarding Forced Marriage or Honour Based Violence following talking to the child, it is essential that school takes action **without delay**. In cases of Forced Marriage and Honour Based Abuse, involving the family and the community may increase the risk of significant harm to the child or young person. If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151 or in either case contact 999 if the situation is deemed to be an emergency.

RECOGNISING CHILD CRIMINAL EXPLOITATION (CCE)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of "County Lines" criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from one area to another, typically from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation

- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

RECOGNISING PEER ON PEER/ CHILD ON CHILD ABUSE

Children can abuse other children. Peer on peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

• Bullying (including cyberbullying);
• Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexual violence, 8 such as rape, assault by penetration and sexual assault;
• Sexual harassment, 9 such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
• Upskirting, 10 which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
• Sexting (also known as youth produced sexual imagery);
• initiation/hazing type violence and rituals.

This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, culture, sexual identity, disability, special educational needs or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

Recognising and responding to peer abuse

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can often be more damaging than physical. An assessment of an incident between peers should be completed and should consider the following:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

It is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way. Even with the most stringent of policies and support mechanisms, peer abuse can and may still occur. In order to try to prevent this Wade Deacon High School will:

- Have an ethos where students and staff treat each other with respect and understand how their actions affect others
- Ensure that the school environment is one that allows students to share information about anything that is upsetting or worrying them
- Use a strong and positive PSHCE curriculum to tackle issues such as prejudiced behaviour, and gives an open forum for young people to talk
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between pupils which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students and parents to ensure they know what to do to prevent and report concerns
- Create an inclusive, safe environment where pupils can openly discuss issues without fear
- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual and transgender pupils through staff training and CPD to ensure that staff do not dismiss issues
- Work with the wider community and agencies to tackle issues that occur outside the setting

For further information, staff should refer to Wade Deacon High School's Anti Bullying Policy.

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

OPERATION ENCOMPASS

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

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.
Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

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

MENTAL HEALTH

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern **they should *always* follow the school's safeguarding procedures and refer to the DSL / Deputy** .

The DFE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

CONTEXTUAL SAFEGUARDING

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families and outside of their home. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

More information about Contextual Safeguarding can be found here: https://contextualsafeguarding.org.uk/

CHILDREN MISSING EDUCATION (CME)

Children Missing Education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Wade Deacon High School understands their duty to investigate any unexplained absence. When a child is deemed to be missing from education, Wade Deacon High School will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries

have been undertaken, the local protocol for Children Missing Education will be followed. Further information will be found in the Attendance Policy.

Pupils at particular risk of CME:

- **Pupils at risk of harm/neglect**
  Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected school should follow the local child protection procedures
- **Children of Gypsy, Roma and Traveller (GRT) families**
  Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education
- **Children of Service Personnel**
  Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice
- **Missing children and runaways**
  Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education
- **Children and young people supervised by the Youth Justice System**
  Children who have offended or are at risk of doing so are also at risk of disengaging from education
- **Children who cease to attend a school**
  There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- **Children of new migrant families**
  Children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education

RECOGNISING VULNERABILITIES TO EXTREMISM AND RADICALISATION

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

In KCSiE, Extremism, Radicalisation and Terrorism are defined as:

- ***Extremism*** *- is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.*
- ***Radicalisation*** *- refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*
- ***Terrorism*** *- is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.*

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

This list however 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. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

If there are suspicions regarding radicalisation or extremism, it is essential that schools take action without delay. If there are concerns that a child is at risk of radicalisation, or is voicing concerning opinions or attitudes, staff should contact the school lead (SPOC) for Prevent without delay. The school lead will then risk assess the information and make contact with and take advice from the appropriate agencies.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF WADE DEACON HIGH SCHOOL'S SINGLE POINT OF CONTACT (SPOC)

- Ensuring that school staff are aware of the role of 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 Wade Deacon High School 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 in relation to referrals of vulnerable pupils into the Prevent / 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.

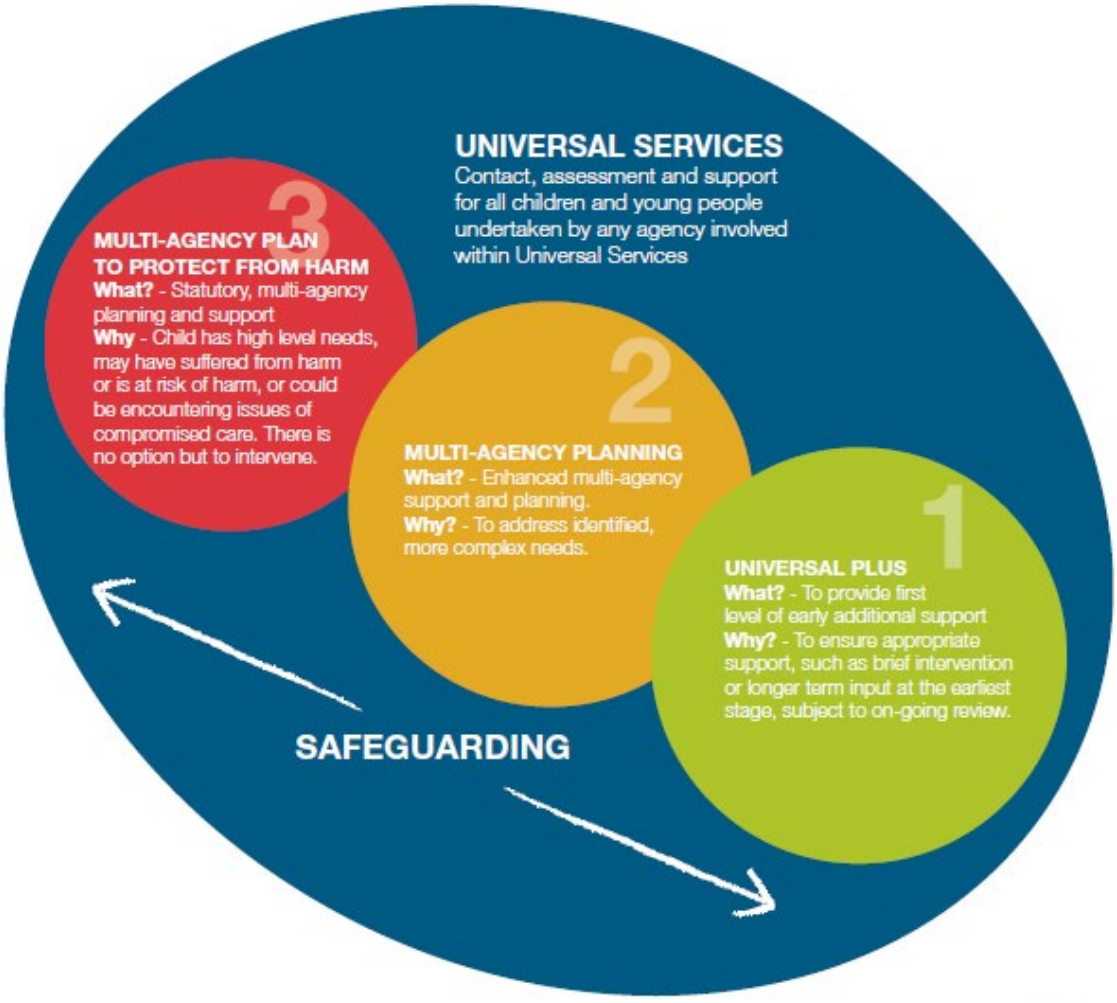
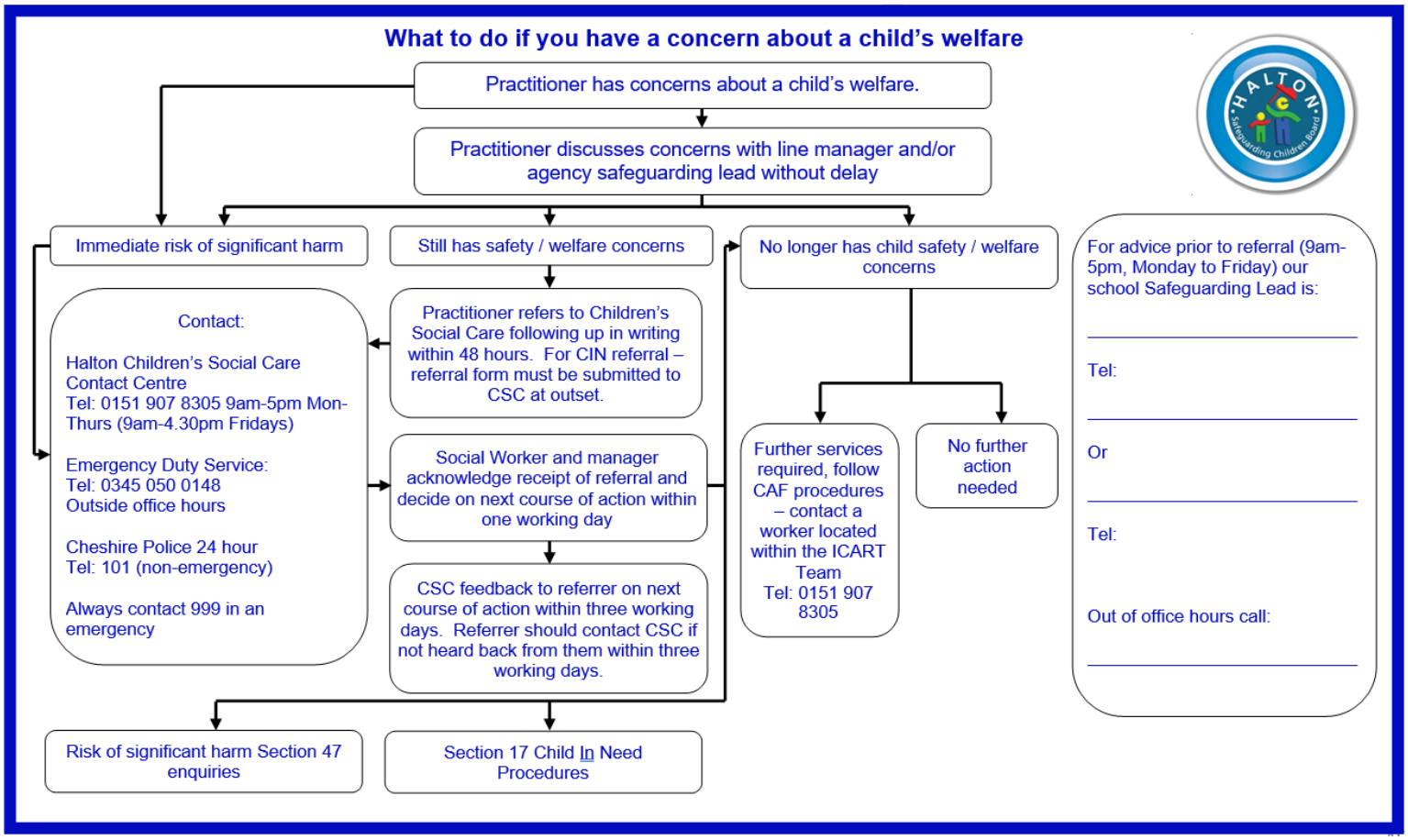
*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Cheshire Police Counter-Terrorism Unit, and it aims to:

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

Appendix 2
HALTON LEVELS OF NEED FRAMEWORK

Halton Levels of Need Framework

The Halton Levels of Need Framework aims to support agencies to meet the needs of children, young people and their families to ensure the best possible outcomes. It aims to assist practitioners and managers in assessing and identifying a child's level of additional needs and how best to respond in order to meet those needs as early as possible to prevent needs escalating further.



Appendix 3
REFERRAL FLOWCHART