A COMMITMENT TO EXCELLENCE

Safeguarding and Child Protection Policy 2026-2027

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School Link: Mrs Nicola Harrison

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Contents

1 Glossary 4
2 Introduction and school context 4
3 Key staff and contacts 6
4 Roles and responsibilities 7
5 Training and induction 10
6 Teaching pupils about safeguarding 11
7 Pupil voice 12
8 Recognising abuse, neglect and exploitation 12
9 Children who may be particularly vulnerable 13
10 Recognising and taking action on safeguarding concerns 13
11 Responding to a disclosure or safeguarding information 14
12 Recording safeguarding concerns 14
13 Action by the DSL or Deputy DSL 15
14 Referral to Children's Social Care and the Police 16
15 Escalating concerns and professional challenge 16
16 Confidentiality and sharing information 16
17 Universal and community-based Early Help and Family Help 17
18 Young carers 18
19 Children absent from education 18
20 Children who are questioning their gender and requests for support with social transition 19
21 Sport, toilets, changing facilities and showers 20
22 PE and sport 20
23 Filtering and monitoring 211
24 Online safety and online harm 21
25 Mobile phones and personal devices 22
26 Generative artificial intelligence 23
27 Extra-familial harms (also known as Contextual Safeguarding) 23
28 Children who display harmful sexual behaviour 24
29 Child-on-child abuse 24
30 Whole school approach to child-on-child abuse 26
31 Children with medical conditions 26
32 Children's mental health 277
33 Police and Criminal Evidence Act (1984) – Code C 288
34 Extended school and off-site arrangements 28
35 Educational visits and other off-site activities 28
36 Residential visits and sleeping arrangements 29
37 Children staying with host families 29

38 Alternative and off-site provision 30
39 External organisations using school premises 30
40 Work experience 30
41 Reasonable force and restrictive interventions 31
42 Safer recruitment 322
43 Volunteers 33
44 Third-party staff (contractors) 34
45 Site security and visitors 354
46 The single central record 35
47 Allegations and safeguarding concerns about adults working in or on behalf of the school 36
48 Concerns that may meet the harm threshold 36
49 Low-level concerns 37
50 Whistleblowing 38
Part B – Specific areas of safeguarding 38
51 Children with family members in prison 38
52 Criminal exploitation of children and county lines 39
53 Serious violence 39
54 Domestic abuse 40
55 Homelessness and temporary accommodation 41
56 Violence Against Women and Girls (VAWG) 41
57 Children and the court system 42
58 Child sexual exploitation 42
59 Honour and Faith-Based Abuse (HBA) 43
60 Female Genital Mutilation (FGM) 43
61 Radicalisation and extremism 44
62 Private fostering arrangements 45
Appendix 1 – Four categories of abuse 46
Appendix 2 48

1. Glossary

1.1 For this document the following terminology should be considered:

1.2 **Safeguarding** is the overarching term for everything done to support children and young people, keep them safe, and promote their welfare. It encompasses the full spectrum of measures to prevent harm, promote wellbeing, and ensure children are able to achieve their best outcomes.

1.3 **Keeping Children Safe in Education 2026 (KCSIE)** defines safeguarding and promoting the welfare of children as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.4 **Child protection**, as defined in 'Working Together to Safeguard Children (2026)', refers to the activity undertaken to protect individual children who are suffering, or are likely to suffer, significant harm. This includes timely assessment, intervention, and referral to statutory services where necessary.

1.5 **Staff** refers to all those working for or on behalf of the school, full time or part-time, temporary or permanent, in either a paid or voluntary capacity.

1.6 **DSL** refers to the Designated Safeguarding Lead at the School.

1.7 **Child** includes everyone under the age of 18.

1.8 **Parent** refers to birth parents and other adults who are in a parenting role, for example, step parents, foster carers and adoptive parents.

1.9 **Extra familial Harm** - Extra-familial harm refers to abuse or exploitation occurring outside the family environment.

1.10 **Contextual safeguarding** refers to the approach used to understand and respond to the wider relationships, environments and circumstances in which such harm occurs.

1.11 **Family Help** refers to support provided to children and families as soon as problems emerge. It includes targeted early help and, where appropriate, statutory support provided to children in need under section 17 of the Children Act 1989.

2. Introduction and school context

2.1 Wade Deacon High School is a large, oversubscribed 11–16 comprehensive school with just less than 1,700 pupils and approximately 180 staff. The school is committed to providing an inclusive, safe and supportive environment in which the welfare of children is promoted and all pupils are able to learn and develop safely.

2.2 The school has historically supported a higher-than-average number of children in care, and the proportion of children in care on roll is above the national average. The school also recognises that individual children may experience additional vulnerabilities or challenging circumstances that increase their need for support. The size and context of the school,

together with the needs of its pupils, inform its safeguarding arrangements, pastoral provision and approach to identifying and supporting vulnerable children.

2.3 Wade Deacon High School is committed to safeguarding and promoting the welfare of all children and young people. Everyone who works in or on behalf of the school shares this responsibility. All welfare and safeguarding concerns will be taken seriously, and children will be encouraged to speak to a trusted adult about anything that worries them or makes them feel unsafe.

2.4 The school maintains a child-centred approach to safeguarding. In all safeguarding decisions and actions, consideration will be given to the child's best interests, wishes and feelings, while ensuring that the school fulfils its statutory safeguarding responsibilities and considers the safety and welfare of other children. Concerns will be identified, reported, recorded and acted upon promptly and appropriately.

2.5 All staff working in or on behalf of Wade Deacon High School, including those who do not work directly with children, are expected to read and understand at least Part One of Keeping Children Safe in Education 2026. The school will provide appropriate induction, safeguarding training, updates and ongoing support to ensure that staff understand and can effectively discharge their safeguarding responsibilities.

2.6 This policy has been developed with regard to relevant statutory and national safeguarding guidance, including:

- Department for Education, Keeping Children Safe in Education 2026;
- Department for Education, Working Together to Safeguard Children 2026;
- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales
- The local safeguarding partners' multi-agency safeguarding arrangements, threshold documents and referral procedures.

2.7 This policy forms part of Wade Deacon High School's wider safeguarding framework and should be read alongside relevant school and Trust policies and procedures, including the:

- Child Friendly Safeguarding Policy;
- Expectation for Learning Policy;
- Relationships, Sex and Health Education Policy;
- Anti-bullying Policy;
- Safer Working Practice;
- Allegations About Adults Policy;
- Low-level concerns Policy;
- Online Safety Policy;
- Restrictive Intervention Policy.

2.8 This policy has regard to the following principal legislation:

- Children Act 1989;
- Children Act 2004;
- Education Act 2002;
- Safeguarding Vulnerable Groups Act 2006, as amended;
- Counter-Terrorism and Security Act 2015
- Children and Social Work Act 2017;
- Data Protection Act 2018 and UK General Data Protection Regulation;
- Data (Use and Access) Act 2025;
- Children's Wellbeing and Schools Act 2026; and
- Crime and Policing Act 2026

2.9 This policy is published on the school website and will be reviewed at least annually and approved by the Governing Body. It will be reviewed sooner where changes to legislation, statutory guidance, local safeguarding arrangements, the circumstances of the school or emerging safeguarding risks require amendment.

3. Key staff and contacts

Key Contacts	Name	Contact Details
Executive Principal	Mr Brendan Hesketh	b.hesketh@wadedeacon.co.uk
Head of School	Mr Matthew Deeney	m.deeney@wadedeacon.co.uk
Designated Safeguarding Lead	Mrs Nicola Harrison	n.harrison@wadedeacon.co.uk
Deputy Designated Safeguarding Lead(s)	Ms Josie Gallagher Mrs Gemma Mawdsley Mrs Kathryn Cook Ms Claire Rylands Miss Abbie Morley Miss Lily Jones	safeguarding@wadedeacon.co.uk
Additional members of the Safeguarding Team	Care, Guidance and Support Team	safeguarding@wadedeacon.co.uk
Designated Safeguarding Governor	Mrs Sarah Dowd	s.dowd@wadedeacon.co.uk
Chair of Governors	Mrs Chris Fone	c.fone@wadedeacon.co.uk
Designated Teacher for Looked After and Previously Looked After Children	Ms Josie Gallagher	j.gallagher@wadedeacon.co.uk
School safeguarding email inbox	Monitored by designated staff	safeguarding@wadedeacon.co.uk
Halton Borough Council's Headteacher of the Virtual School	Joanne Dunning	Joanne.dunning@halton.gov.uk
Halton Borough Council's Safeguarding Children in Education Officer	James Jordan	james.jordan@halton.gov.uk
Halton Safeguarding Children Partnership's Integrated Contact and Referral Team (iCART)		Integrated Contact and Referral Team (iCART) - Halton Safeguarding Children Partnership Tel: 0303 333 4302
Emergency Duty Team – Children's Social Care	0345 050 0148	
Local Authority Designated Officer	Andrew Chisnall	LADO@halton.gov.uk and/or safeguarding.adminteam@halton.gov.uk
Police (to report a crime and immediate risk of harm or abuse to child).		101 or 999 (only in emergency)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

4. Roles and responsibilities

4.1 Safeguarding is everyone's responsibility. Wade Deacon High School expects all staff, volunteers and governors to maintain an attitude of **"it could happen here"**, act in the best interests of children and take prompt action whenever there is a safeguarding concern. These responsibilities should be read alongside Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, Halton safeguarding procedures and the school's associated safeguarding policies.

4.2 All Staff

4.2.1 All staff, including temporary and supply staff and those who do not work directly with children, have a responsibility to safeguard and promote the welfare of children.

4.2.2 **All staff will**:

- Read and understand Part One of Keeping Children Safe in Education 2026 in full and follow the school's safeguarding and child protection procedures;
- Understand the school's safeguarding systems, including this policy, the Staff Code of Conduct, procedures for managing concerns about adults, online safety and filtering and monitoring arrangements;
- Know the identity and role of the DSL and Deputy DSLs;
- Complete safeguarding and child protection training at induction and all required updates;
- Maintain professional curiosity and recognise that abuse, neglect and exploitation can occur inside or outside the home, at school, in the community and online;
- Recognise that children may not feel ready or know how to disclose abuse and that the absence of a disclosure does not remove the need to act on concerns;
- Listen to children, take their wishes and feelings seriously and respond in a child-centred way, without promising confidentiality;
- Act immediately on safeguarding concerns and record concerns accurately and promptly on CPOMS;
- Communicate urgent concerns directly to the DSL or a member of the Safeguarding Team and never rely solely upon an electronic record where immediate action may be required;
- Take appropriate action where a child is in immediate danger or at risk of serious harm, including contacting emergency services where necessary;
- Understand that any member of staff may make a referral to Children's Social Care/iCART and that the absence of the DSL or a Deputy DSL must not delay necessary safeguarding action;
- Recognise and report child-on-child abuse, extra-familial harm, exploitation, radicalisation, serious violence and risks arising through technology and online activity;
- Understand that harmful behaviour must not be dismissed as "banter", "part of growing up" or similar;
- Report immediately any allegation, safeguarding concern or low-level concern relating to an adult working in or on behalf of the school in accordance with the school's procedures;
- Raise concerns about unsafe safeguarding practice through the school's whistleblowing arrangements; and
- Work collaboratively with safeguarding, pastoral, SEND, attendance and other colleagues, recognising that children may experience multiple and overlapping vulnerabilities.

4.3 Designated Safeguarding Lead (DSL)

4.3.1 The DSL is a senior member of the school's leadership team and has the status, authority, time, training, funding, resources and support necessary to carry out the role effectively. The DSL has overall lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. Deputy DSLs are trained to the same standard and support the DSL; while activities may be delegated, overall lead responsibility remains with the DSL.

4.3.2 The DSL will:

- act as the principal point of contact and source of advice and expertise for safeguarding and child protection;
- manage and support referrals to Halton Children's Social Care/iCART, the police, Channel/Prevent and other relevant agencies and ensure outcomes are followed up;
- work effectively with the safeguarding partners and other agencies, including contributing to assessments, strategy discussions, child protection conferences and other multi-agency processes;
- coordinate the school's contribution to Early Help and Family Help arrangements;
- maintain accurate, detailed, confidential and secure safeguarding records on CPOMS and ensure child protection information is transferred securely when pupils move school;
- ensure staff understand and consistently follow safeguarding procedures, including responding to disclosures and reporting concerns;
- lead safeguarding aspects of online safety, including oversight and understanding of filtering and monitoring arrangements;
- work with senior and other relevant leaders to embed safeguarding across attendance, behaviour, SEND, pastoral care, RSHE/personal development, curriculum and alternative provision;
- promote the educational outcomes of children who have, or have had, a social worker and maintain appropriate oversight of their welfare, attendance, engagement and progress;
- ensure appropriate consideration is given to children who may be particularly vulnerable or experience barriers to disclosure;
- promote a culture in which children are listened to and their wishes and feelings are considered in decisions affecting their safety and welfare;
- coordinate the school's safeguarding response to child-on-child abuse, harmful sexual behaviour, extra-familial harm and emerging safeguarding risks;
- liaise with the Executive Principal and Head of School regarding ongoing safeguarding enquiries, including enquiries under section 47 of the Children Act 1989 and relevant police investigations;
- liaise with the case manager and LADO regarding concerns or allegations about adults;
- ensure parents and carers are appropriately involved in safeguarding matters unless doing so may increase risk or compromise an investigation;
- ensure safeguarding policies and procedures remain current and are reviewed in response to changes in legislation, statutory guidance, local arrangements or emerging risks;
- undertake DSL training, including Prevent training, at least every two years and update knowledge and skills regularly and at least annually; and
- ensure appropriate DSL/DDSL safeguarding cover is available during term time and for school activities outside normal school hours.

4.4 Executive Principal/Head of School

4.4.1 The Executive Principal, or the Head of School in their absence, is responsible for ensuring that the safeguarding policies and procedures adopted by the Governing Body are understood, implemented and followed consistently and that safeguarding is embedded within the culture and day-to-day operation of Wade Deacon High School.

4.4.2 The Executive Principal will, supported by the Head of School:

- Ensure all staff understand and discharge their safeguarding responsibilities and receive appropriate induction, training and updates;
- Ensure the DSL and Deputy DSLs have sufficient status, authority, time, training, funding, resources and support to fulfil their responsibilities effectively;
- Promote an open safeguarding culture in which concerns about children and adults are identified, reported and acted upon promptly and staff are able to exercise professional challenge;
- Ensure safeguarding policies and procedures are implemented consistently throughout the school;
- Ensure pupils receive an appropriate safeguarding curriculum, including RSHE/personal development and online safety;
- Ensure effective filtering and monitoring arrangements are established and reviewed;
- Ensure appropriate arrangements are in place for safer recruitment, the Single Central Record, volunteers, contractors, visitors, alternative provision, educational visits and third-party use of school premises;
- Act as case manager for concerns or allegations about adults where appropriate and ensure the LADO and other relevant bodies are consulted or notified where required;
- Ensure low-level concerns are appropriately managed, recorded and reviewed for patterns;
- Ensure staff have access to effective whistleblowing procedures;
- Work with the DSL and other leaders to promote the welfare, attendance, engagement and educational outcomes of vulnerable children;
- Ensure effective partnership working with Halton Children's Social Care, Halton Safeguarding Children Partnership, the police, health services and other agencies;
- Ensure the school responds effectively to emerging and contextual safeguarding risks; and
- Provide the Governing Body with sufficient safeguarding information and assurance to enable effective oversight, scrutiny and challenge.

4.5 The Governing Body

4.5.1 The Governing Body has strategic leadership responsibility for Wade Deacon High School's safeguarding arrangements. It will ensure that the school complies with its statutory safeguarding duties, has regard to Keeping Children Safe in Education 2026 *and* Working Together to Safeguard Children 2026, and that safeguarding policies, procedures and training are effective and comply with the law.

4.5.2 The Governing Body will:

- appoint a senior board-level lead for safeguarding and ensure appropriate oversight, scrutiny and challenge of the school's safeguarding arrangements;
- ensure an appropriately trained DSL is appointed from the senior leadership team and has sufficient time, authority, resources and support;

- ensure staff and governors receive appropriate safeguarding and child protection training, including online safety;
- ensure the school maintains effective and regularly reviewed safeguarding policies and procedures;
- ensure the school contributes effectively to local multi-agency safeguarding arrangements;
- ensure effective arrangements are in place for safer recruitment, the SCR, volunteers and regulated activity;
- ensure appropriate safeguarding oversight of alternative provision and off-site education;
- ensure attendance and children absent from education are considered through a safeguarding lens;
- ensure pupils are taught how to keep themselves and others safe through an appropriate, preventative curriculum;
- ensure effective filtering and monitoring arrangements are in place and reviewed at least annually;
- ensure the school has regard to the additional safeguarding needs of vulnerable children and potential barriers to disclosure;
- ensure appropriate arrangements exist for managing allegations and low-level concerns about adults;
- ensure effective safeguarding information-sharing and record-keeping arrangements are in place;
- receive regular safeguarding information and assurance from school leaders to enable effective monitoring, scrutiny and challenge; and
- ensure that any safeguarding weaknesses or deficiencies identified are addressed without delay.

5 Training and induction

5.1 Wade Deacon High School is committed to ensuring that all staff, governors and volunteers have the knowledge, skills and confidence required to safeguard children effectively.

5.2 Safeguarding and child protection training forms an integral part of induction and ongoing professional development. Training will be appropriate to an individual's role and responsibilities and will be updated throughout their time at the school.

5.3 All staff, including those who do not work directly with children, must read and understand Part One of Keeping Children Safe in Education 2026 in full.

5.4 All staff will receive appropriate safeguarding and child protection training at induction. This will include online safety and an understanding of the school's filtering and monitoring arrangements. Staff will receive safeguarding and child protection updates throughout the year as required, and at least annually, to ensure that they continue to have the knowledge and skills necessary to safeguard children effectively.

5.5 As part of induction, staff will be provided with, or given access to, the current versions of relevant policies, procedures and safeguarding information, including:

- Safeguarding and Child Protection Policy;
- Staff Code of Conduct, including expectations for safer working practice;
- Expectation for Learning Policy;
- The school's safeguarding response to children who are absent from education;

- The identity and role of the Designated Safeguarding Lead and Deputy DSLs;
- Online Safety Policy and information about filtering and monitoring arrangements;
- Whistleblowing Policy;
- Low Level Concern Policy
- Procedures for managing allegations and safeguarding concerns about adults;
- Wade Deacon High School Safeguarding Essentials and relevant Staff Handbook
- Part One of Keeping Children Safe in Education 2026.

5.6 Staff induction will explain the school's safeguarding procedures and expectations in practice. This will include how to identify and report concerns; how to record concerns on CPOMS; when concerns must also be communicated directly to the DSL or a Deputy DSL; responding to disclosures; information sharing; Early Help and Family Help; statutory referral processes; child-on-child abuse; online safety; filtering and monitoring; concerns about adults; and the action required where a child is at immediate risk of harm.

5.7 Safeguarding updates will reflect changes to legislation and statutory guidance, local safeguarding arrangements, learning from safeguarding practice reviews, emerging and contextual risks, and the safeguarding needs and circumstances of children at Wade Deacon High School.

5.8 The DSL and Deputy DSLs will undertake appropriate role-specific training, including Prevent training, at least every two years. Their knowledge and skills will be refreshed at regular intervals, and at least annually, to enable them to understand and respond effectively to developments relevant to their role.

5.9 Governors will receive appropriate safeguarding and child protection training, including online safety, at induction and at regular intervals thereafter. Training will support governors to provide effective strategic oversight, assurance and challenge in relation to the school's safeguarding arrangements.

5.10 Volunteers will receive safeguarding information, induction and training appropriate to their role, the nature and frequency of their contact with children and the safeguarding risks associated with their duties.

5.11 Additional or specialist training will be provided where appropriate to staff roles and the school's safeguarding context. This may include child-on-child abuse and harmful sexual behaviour; sexual violence and sexual harassment; domestic abuse; criminal and sexual exploitation; serious violence; Prevent and radicalisation; FGM; online safety; filtering and monitoring; generative AI, deepfakes and AI-generated sexual imagery; and other emerging or locally identified safeguarding risks.

5.12 Any member of staff who identifies a gap in their safeguarding knowledge, or who requires further advice or support, should raise this with the DSL or through the school's professional development processes. The school will maintain appropriate records of safeguarding induction, training, updates and relevant role-specific training.

5.13 Wade Deacon High School recognises the importance of professional discussion, professional curiosity and reflective safeguarding practice. Staff will be able to seek advice and support from the DSL, Deputy DSLs and safeguarding team and, where appropriate, discuss safeguarding practice and learning to support effective decision-making and improve outcomes for children.

6 Teaching pupils about safeguarding

6.1 Wade Deacon High School ensures that pupils are taught how to keep themselves and others safe, including online, through a broad, balanced and appropriately sequenced curriculum. Safeguarding education is embedded through Relationships, Sex and Health Education (RSHE), Personal Development, assemblies, tutor time, online safety education and wider curriculum and pastoral opportunities.

6.2 Pupils are taught, in an age-appropriate and developmentally appropriate way, about healthy and respectful relationships; consent and boundaries; child-on-child abuse; sexual harassment and sexual violence; discrimination; online safety; exploitation and extra-familial harm; mental health and emotional wellbeing; personal safety; and how, when and where to seek help. Teaching will be inclusive and adapted where necessary to meet the needs of pupils, including those with SEND or other additional vulnerabilities.

6.3 The safeguarding curriculum will be reviewed in response to statutory guidance, local and national safeguarding priorities, emerging risks, safeguarding trends and pupil voice. Staff will remain alert to the possibility that safeguarding education may prompt a disclosure or concern and will follow the school's safeguarding procedures without delay.

7 Pupil Voice

7.1 Wade Deacon High School will listen to and take account of children's wishes and feelings when responding to safeguarding concerns and making decisions that affect their safety and welfare. Children will be given appropriate opportunities to express their views and, wherever possible, will be supported to understand what action is being taken and why.

7.2 Staff will recognise that some children may experience barriers to communicating concerns or expressing their views. Appropriate support will be provided according to the child's age, developmental stage, communication needs, SEND and individual circumstances. A child's wishes and feelings will be considered alongside the school's responsibility to act in their best interests and protect them and others from harm.

8 Recognising abuse, neglect and exploitation

8.1 All staff must understand the indicators of abuse, neglect and exploitation and remain alert to changes in a child's behaviour, presentation, attendance, relationships or circumstances that may indicate a safeguarding concern.

8.2 Staff must recognise that children may not feel ready or know how to disclose abuse, neglect or exploitation. Children may communicate concerns indirectly through their behaviour, presentation, attendance or relationships, and the absence of a direct disclosure must not prevent appropriate safeguarding action.

8.3 Abuse and neglect are forms of maltreatment. A child may be harmed by an adult or another child, through the infliction of harm or a failure to act to prevent harm. Harm may occur within or outside the home, in an institution or community, or online. Abuse, neglect and exploitation may overlap and should not be considered in isolation. The four categories of abuse identified within KCSIE—physical abuse, emotional abuse, sexual abuse and neglect—together with relevant indicators, are set out in Appendix 1.

9 Children who may be particularly vulnerable

9.1 Some children may be particularly vulnerable to abuse, neglect or exploitation or may experience additional barriers to recognising, disclosing or reporting harm. These barriers may arise from factors including communication needs, dependency on adults, isolation, prejudice or discrimination, or assumptions that indicators of abuse relate to a child's disability or additional needs.

9.2 Particular consideration will be given to children who:

- are disabled, have special educational needs or certain medical conditions;
- are young carers;
- are pregnant or are parents themselves;
- are affected by parental substance misuse, domestic abuse, parental mental health needs or parental offending;
- are asylum seekers or refugees;
- are living away from home, in temporary accommodation or experiencing homelessness;
- live transient lifestyles or in chaotic and unsupportive home circumstances;
- are looked after, previously looked after or have a social worker;
- are vulnerable to bullying, prejudice, discrimination or social isolation;
- have communication needs or do not have English as their first language;
- are dependent on adults for personal or intimate care;
- may have difficulty recognising that behaviour towards them is abusive;
- have experienced repeated removal from the classroom, multiple suspensions or a part-time timetable, or are at risk of permanent exclusion;
- display early signs of abusive, violent or harmful behaviour;
- are at risk of child sexual exploitation, child criminal exploitation, trafficking or modern slavery;
- are at risk of female genital mutilation, forced marriage, or other honour or faith-based abuse;
- are involved in the court system or have a family member in prison;
- are at risk of serious violence, gang involvement or county lines; or
- are at risk of being radicalised into terrorism.

9.3 This list is not exhaustive. The school will consider each child's individual circumstances, recognise that vulnerabilities may overlap or change over time, and ensure that safeguarding information, reporting routes and support are accessible to the child.

10. Recognising and taking action on safeguarding concerns

10.1 Any child, in any family or community, may experience abuse, neglect or exploitation. Staff must maintain an attitude of **"it could happen here"**, exercise professional curiosity and always act in the best interests of the child.

10.2 Staff may have concerns about a pupil's welfare even where the child has not made a disclosure. Concerns may arise from something a member of staff has seen, heard, noticed or been told. This may include changes in behaviour, attendance, presentation, relationships or emotional wellbeing; physical indicators; concerning online activity; themes within work or creative activity; information received from another person; or a combination of concerns.

10.3 Staff do not need to be certain that abuse, neglect or exploitation has occurred before raising a concern. Staff must not investigate or attempt to determine whether an allegation or concern is true.

10.4 Wade Deacon High School uses the **4 Rs** as a simple framework for staff when responding to safeguarding concerns:

- **Recognise** – be alert to signs, changes, disclosures or information that may indicate a child needs help or protection.
- **Respond** – listen, remain calm, take the child seriously and take immediate protective action where necessary.
- **Report** – inform the DSL or a Deputy DSL without delay. Urgent concerns must be communicated directly and not solely through CPOMS.
- **Record** – make a clear, factual and accurate record on CPOMS as soon as possible.

11 Responding to a disclosure or safeguarding information

11.1 A child may find it difficult to disclose abuse, neglect, exploitation or other experiences that are causing harm. They may feel frightened, ashamed, confused or threatened, or may be concerned about the consequences of speaking to an adult. Staff should recognise that children may communicate concerns indirectly, minimise what has happened, withdraw information or disclose their experiences gradually over time.

11.2 Where a child shares safeguarding information, staff must:

- Listen carefully and take what the child says seriously;
- Remain calm, supportive and non-judgemental;
- Allow the child to speak at their own pace and in their own words;
- Avoid expressions of shock, disbelief or blame;
- Provide appropriate reassurance; and
- Explain, as far as appropriate, what will happen next.

11.3 Staff must not promise confidentiality. The child should be told, at an appropriate point, that relevant information will need to be shared with people who can help keep them safe.

11.4 Staff may use open prompts where clarification is necessary but must not ask leading, investigative or repeated questions. Where further clarification is required, staff should use the TED model – Tell, Explain, Describe, for example:

- Tell me more about what happened;
- Explain what you mean by that;
- Describe what happened next;

These prompts should only be used to support the child to provide information in their own words. Staff must not attempt to investigate the concern, establish whether the information is true or question the child beyond what is necessary to understand and report the safeguarding concern.

11.5 Any disclosure or safeguarding information must be reported to the DSL or a Deputy DSL without delay. Where the concern is urgent, staff must speak directly to a member of the Safeguarding Team and must not rely solely upon recording the concern on CPOMS.

12 Recording safeguarding concerns

12.1 All safeguarding concerns, disclosures and relevant actions must be recorded on CPOMS as soon as possible. Recording a concern must never delay immediate action required to safeguard a child.

12.2 Safeguarding records must be clear, factual, accurate and sufficiently detailed to provide an effective safeguarding chronology. Records should include, where relevant:

- The date and time of the concern, incident or disclosure;
- What the member of staff saw, heard or was told;
- The child's own words, recorded as accurately as possible;
- Relevant observations, including any visible injuries or changes in presentation;
- The context in which the concern arose;
- Any immediate action taken; and
- Who the concern was reported to.

12.3 Significant words or phrases used by the child should be recorded verbatim and clearly identifiable as the child's own words by recording using capital letters. Staff must clearly distinguish between:

- What the child has said;
- What the member of staff has personally observed;
- Information received from another person; and
- Professional opinion.

12.4 Safeguarding records will be maintained securely. Information will be shared only with those who need it for the purpose of safeguarding and promoting the welfare of the child. Data protection and concerns about confidentiality must not be allowed to prevent appropriate safeguarding information from being shared.

13 Action by the DSL or Deputy DSL

13.1 On receiving a safeguarding concern, the DSL or a Deputy DSL will consider the information available alongside relevant existing safeguarding information, the child's wishes and feelings where appropriate, and the wider family and contextual circumstances.

13.2 The DSL or Deputy DSL will determine what safeguarding response is required. Depending upon the circumstances, this may include:

- Further discussion with the child where appropriate;
- Speaking with parents or carers where it is safe and appropriate to do so;
- Providing or coordinating pastoral support within school;
- Considering Early Help or Family Help;
- Seeking advice from Children's Social Care or another safeguarding agency;
- Making a referral to Children's Social Care;
- Contacting or making a referral to the police;
- Referring to another relevant specialist service; or
- Taking immediate protective action where a child is at risk of harm.

13.3 Parents or carers will normally be involved in safeguarding decisions where it is appropriate and safe to do so. They will not be informed where doing so may place the child or another person at increased risk, compromise safeguarding action, prejudice a police investigation or otherwise be contrary to the child's welfare. Advice will be sought from Children's Social Care or the police where necessary.

13.4 The DSL or Deputy DSL will ensure that safeguarding decisions, actions taken, the rationale for those decisions and relevant outcomes are appropriately recorded on CPOMS.

13.5 Where concerns remain, the DSL or Deputy DSL will continue to monitor the child's circumstances and reconsider the safeguarding response. A decision by another agency to take no further action does not prevent the school from providing support, seeking further advice, making a further referral or escalating concerns where necessary.

14 Referral to Children's Social Care and the Police

14.1 Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL or a Deputy DSL will make a referral to Children's Social Care without delay.

14.2 Referrals and safeguarding concerns relating to children in Halton should be made to **Halton Children's Social Care on 0303 333 4302**. Outside normal working hours, the **Emergency Duty Service can be contacted on 0345 050 0148**.

14.3 Any member of staff may make a referral directly to Children's Social Care where necessary to safeguard a child. The absence or unavailability of the DSL, a Deputy DSL or senior leader must never delay appropriate safeguarding action. Where a member of staff makes a referral directly, they should inform the DSL or a Deputy DSL as soon as practicable.

14.4 The police should be contacted where a safeguarding concern involves suspected criminal activity or circumstances in which police involvement is necessary to protect a child or another person.

14.5 Staff must call **999** where a child or another person is in immediate danger**,** a crime is in progress, or an immediate police response is required to prevent serious harm.

14.6 Where police involvement is required but the situation is not an emergency**,** the school should contact the police using **101**, the appropriate police online reporting service or established local police arrangements. This may include reporting a suspected crime that is not currently in progress, providing relevant information to the police or seeking non-emergency police assistance.

14.7 Contacting the police does **not** replace a referral to Children's Social Care where a child may require protection or statutory support. Depending upon the circumstances, it may be necessary to contact both Children's Social Care and the police

14.8 Where a referral is made, relevant, accurate and proportionate safeguarding information will be shared. The referral, reasons for making it, advice received and subsequent actions or outcomes will be recorded on CPOMS.

15 Escalating concerns and professional challenge

15.1 Safeguarding is a continuing responsibility. If a member of staff remains concerned about a child after reporting a concern, they must raise this again with the DSL or a Deputy DSL. Staff must not assume that no further action is required simply because a concern has previously been reported.

15.2 The DSL or Deputy DSL will follow up referrals where appropriate. If the child's circumstances do not appear to be improving, an appropriate response is not received, or concerns about the child's safety or welfare remain, the school will reconsider, re-refer or formally escalate the concern.

15.3 Where professionals or agencies disagree about the appropriate safeguarding response, the school will use appropriate professional challenge and escalation procedures. Where professional disagreement cannot be resolved, the school will follow the current Pan-Cheshire Professional Challenge and Escalation Procedure adopted by Halton Safeguarding Children Partnership**,** escalating concerns through the appropriate stages until a satisfactory safeguarding response is achieved. Professional disagreement must never be allowed to delay action required to protect a child.

15.4 Any member of staff who believes that safeguarding concerns are not being appropriately addressed should raise this with the DSL, Executive Principal or Head of School as appropriate. Where concerns relate to safeguarding practice within the school and cannot be raised or resolved internally, staff should follow the school's whistleblowing procedures.

16 Confidentiality and sharing information

16.1 Safeguarding information will be treated confidentially and shared only where it is necessary, lawful and proportionate to safeguard and promote the welfare of a child. Staff must not promise confidentiality to a child. Data protection legislation does not prevent appropriate information sharing for safeguarding purposes and concerns about confidentiality or data protection must never prevent necessary safeguarding action.

16.2 Staff should normally share safeguarding concerns with the DSL or a Deputy DSL without delay. However, any member of staff may share information directly with Children's Social Care, the police or another appropriate agency where this is necessary to safeguard a child. Staff must not assume that somebody else has shared information or taken action.

16.3 Where appropriate and safe, the child and/or their parents or carers should be informed about information sharing and, where practicable, what information will be shared, with whom and why. Consent is not required where there is an appropriate lawful basis for sharing information for safeguarding purposes, particularly where seeking consent could increase risk, delay protective action or compromise an investigation. Information shared will be relevant, accurate, timely, secure and limited to what is necessary.

16.4 Safeguarding decisions will be clearly recorded, including the concern, information shared or withheld, action taken, decisions made, the rationale for those decisions and the outcome. This includes recording the rationale where information sharing or a referral to another agency is considered but a decision is made not to proceed.

16.5 Safeguarding and child protection records will be maintained securely, with access restricted to those who require the information for safeguarding purposes. Records will be maintained through CPOMS and other secure safeguarding records where appropriate, in accordance with the school's record-management arrangements, data protection legislation and current statutory safeguarding and information-sharing guidance.

16.6 When a pupil transfers to another school or college, the DSL will ensure that the child protection file is transferred securely and separately from the main pupil file as soon as possible and within the timescales required by KCSIE. For an in-year transfer, this will be within five days, and where a pupil transfers at the start of a new term, within the first five days of that term. Confirmation of receipt will be obtained.

16.7 Where necessary to enable the receiving school or college to manage an immediate or significant safeguarding risk or ensure appropriate support is in place when the child arrives, the DSL will consider sharing relevant safeguarding information with the receiving setting in advance of the child's transfer. Information will be shared securely and directly with the receiving setting's DSL or other appropriate safeguarding professional.

17 Universal and community-based Early Help and Family Help

17.1 Providing help and support as soon as needs or concerns emerge is an important part of safeguarding children and promoting their welfare. Universal services and community-based Early Help may provide support before more targeted or statutory intervention is required. The DSL and Deputy DSLs will understand local thresholds, assessment arrangements and referral pathways and ensure that staff are able to identify children and families who may benefit from additional support.

17.2 Some children and families may require more targeted support through Family Help, which brings together targeted early help and statutory support and services for children in need under section 17 of the Children Act 1989. Where appropriate, the school will work with the child, their parents or carers, the family network and relevant agencies to identify needs, consider the child's wishes and feelings, agree appropriate support and outcomes, and contribute to assessment and planning. Targeted early help is voluntary and requires the family's consent; where consent is not provided or engagement is limited, the DSL will consider whether the child's needs or safeguarding risks require further action or referral.

17.3 Early Help and Family Help arrangements will be kept under regular review. Any member of staff may identify a child who may benefit from Early Help or Family Help and should discuss this with the DSL or a Deputy DSL. Where support is not improving the child's circumstances, needs increase or safeguarding concerns escalate, the DSL will consider referral to local authority Children's Social Care. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral will be made without delay in accordance with section 47 of the Children Act 1989 and, where appropriate, to the police. Early Help or Family Help must never delay action where a child may be at risk of significant harm. The school will support multi-agency assessments and plans and will clearly record concerns, decisions, actions and the rationale for those decisions.

18 Young Carers

18.1 Wade Deacon High School recognises that young carers may experience additional pressures as a result of providing care or support to a parent, sibling or other family member. Caring responsibilities may affect a child's attendance, punctuality, attainment, relationships, emotional wellbeing and ability to participate fully in school life.

18.2 The school will seek to identify young carers as early as possible and ensure that staff recognise that caring responsibilities may be an underlying factor when considering changes or concerns relating to a pupil's attendance, behaviour, attainment, presentation or wellbeing. Staff should remain professionally curious about the circumstances of the child and family and report any safeguarding concerns in accordance with this policy.

18.3 Where a young carer is identified, the school will work with the child and, where appropriate, their family to understand their individual circumstances and provide appropriate pastoral support and reasonable adjustments. The impact of caring responsibilities on the child's education and wellbeing will be monitored and, where additional needs are identified, the school will consider Early Help or Family Help and referral or signposting to relevant local young carer services and other agencies.

19 Children absent from education

19.1 Wade Deacon High School recognises that repeated or prolonged absence from education, including patterns of absence during parts of the school day, can be a vital warning sign of safeguarding concerns. These may include abuse, neglect, child sexual or criminal exploitation, county lines, trafficking, modern slavery, serious violence, mental health concerns, substance misuse, forced marriage, female genital mutilation or other forms of harm. Staff must remain professionally curious about changes or patterns in a child's attendance and consider what they may indicate about the child's safety and welfare.

19.2 The school will monitor attendance carefully and respond promptly to unexplained, repeated, persistent or severe absence. Attendance information will be considered alongside safeguarding, pastoral, behaviour and other relevant information to identify patterns, underlying barriers and increased vulnerability. Particular attention will be given to children experiencing repeated absence from lessons or parts of the school day,

suspensions or repeated removal from lessons, part-time timetables, risk of permanent exclusion, or failure to take up an allocated school place. Where attendance concerns indicate that a child may be at risk of harm, safeguarding procedures will be followed without delay. Current statutory attendance guidance specifically expects persistent and severe absence to be identified through regular data monitoring and targeted support.

19.3 Where a child's whereabouts, safety or access to education is uncertain, the school will make appropriate and reasonable enquiries and work with parents or carers, the Local Authority, Children's Social Care, police and other agencies as appropriate. The school will comply with statutory requirements relating to attendance and admission registers and Children Missing Education (CME), including required notifications to the Local Authority. Any member of staff who identifies a safeguarding concern relating to absence must report it to the DSL or a Deputy DSL without delay; where appropriate, a referral will be made to Children's Social Care or the police.

19.4 When a pupil leaves Wade Deacon High School, the school will comply with statutory requirements concerning the admission register, make reasonable enquiries where a child's destination or whereabouts is uncertain and, where applicable, establish the receiving school or educational setting and expected start date. Safeguarding information will be transferred securely in accordance with this policy. Parents and carers are expected to provide the school with at least two current emergency contact numbers, where reasonably possible, and to notify the school promptly of any changes.

20 Children who are questioning their gender and requests for support with social transition

20.1 Wade Deacon High School will provide a respectful, supportive and safe environment for children who are questioning their gender. Staff will listen to children's concerns and remain alert to any associated safeguarding, wellbeing, bullying, harassment or discrimination concerns. Children will be supported to identify trusted adults with whom they can speak openly about their feelings or concerns.

20.2 The school will not initiate or encourage a child to socially transition. Individual members of staff must not independently make changes relating to social transition, including changes to names, pronouns, uniform or other school arrangements. Where a child or their parent or carer makes a request for support with social transition, this must be referred to the Executive Principal/Head of School and the DSL and considered carefully on an individual, case-by-case basis.

20.3 Parents or carers will be actively involved in considering any request for support with social transition and their views will be treated with importance. Exceptionally, where there is reason to believe that involving parents or carers may place the child at risk of significant harm, the DSL will consider what safeguarding action is required before contact is made.

20.4 In considering any request, the school will take time to understand the child's thoughts, feelings and individual circumstances and will consider their age and development; wishes and feelings; welfare and best interests; any wider safeguarding, mental health, psychosocial, SEND or other needs; any relevant clinical advice available to the child or family; the potential impact of the decision on the child and other pupils; and the school's duties under safeguarding legislation, the Equality Act 2010 and the Human Rights Act 1998. Decisions and the rationale for them will be appropriately documented and kept under review.

20.5 Any arrangements agreed by the school will be clearly communicated to relevant staff on a need-to-know basis and implemented consistently. The school will continue to monitor

the child's welfare and any emerging safeguarding concerns, including bullying, isolation or changes in mental health and wellbeing.

20.6 The school will ensure that information required for statutory and official records, including a pupil's sex, is recorded accurately in accordance with legal requirements. Any agreed use of a preferred name or other day-to-day arrangements will be clearly distinguished from information required for official records.

21 Sport, toilets, changing facilities and showers

21.1 Wade Deacon High School will manage participation in physical education and sport, and access to toilets, changing facilities and showers, in accordance with Keeping Children Safe in Education 2026, the Equality Act 2010 and the relevant requirements relating to school premises. Decisions will have regard to the safeguarding, safety, privacy and dignity of all pupils.

21.2 The school will provide separate toilet facilities for boys and girls in accordance with statutory requirements. Pupils will not be permitted to use toilet facilities designated for the opposite biological sex. Where a pupil does not wish to use facilities designated for their biological sex, the school will consider whether a suitable alternative individual facility can be provided. Any alternative arrangement must not compromise the safety, privacy, comfort or dignity of that pupil or any other child. This reflects the DfE's 2026 position that alternative facilities should be considered without compromising required single-sex provision.

21.3 Pupils aged 11 or over at the start of the school year will not be required or permitted to undress in front of pupils of the opposite biological sex and will not be permitted to use changing or shower facilities designated for the opposite biological sex. Where a pupil does not wish to use the changing or shower facilities designated for their biological sex, the school will consider appropriate alternative arrangements, which may include access to a suitable fully enclosed individual facility or use of the facilities at a different time.

21.4 Any individual arrangements relating to toilets, changing facilities or showers will be considered carefully, having regard to the pupil's individual circumstances and the safeguarding, privacy, dignity and welfare of all children affected. The rationale for the arrangements will be clearly recorded, appropriately communicated to parents or carers and shared with relevant staff on a need-to-know basis. Arrangements will be reviewed regularly and whenever circumstances change. KCSIE's 2026 approach specifically emphasises clear records, appropriate communication and regular review.

22. PE and Sport

22.1 Wade Deacon High School is committed to enabling all pupils to participate safely and meaningfully in physical education and sport. Where activities are organised on a single-sex basis for reasons of safety, the school will follow the requirements of Keeping Children Safe in Education 2026 and will not make exceptions that would compromise the safety of pupils.

22.2 Where safety is not the determining factor, decisions regarding participation in single-sex sporting activities will be considered carefully and individually, taking account of the nature of the activity, fairness, safeguarding, the needs and welfare of the pupil and the rights, safety and welfare of other pupils. The school will act in accordance with Keeping Children Safe in Education 2026 and its duties under equality legislation. The DfE distinguishes these circumstances from sports where sex separation is necessary for safety.

22.3 Where a pupil is questioning their gender and requests arrangements that differ from those ordinarily associated with their biological sex, the school will respond sensitively and on an individual basis in accordance with the school's safeguarding duties and Keeping Children Safe in Education 2026. Appropriate parental involvement will normally form part of this process, and the best interests and welfare of the child will remain central to decision-making.

23 Filtering and monitoring

23.1 Filtering and monitoring are an important part of safeguarding children at Wade Deacon High School. The school will take reasonable and proportionate steps to minimise pupils' exposure to harmful and inappropriate online content while ensuring that filtering does not unreasonably restrict teaching and learning.

23.2 The school uses Lightspeed cloud filtering. Each managed device runs the Lightspeed filtering agent, which applies filtering locally and is managed through the cloud. Lightspeed maintains website categories, with additional custom categories used for pupils, staff and Trust-wide requirements. Unknown websites are blocked by default.

23.3 Filtering is supported by the school's monitoring and safeguarding-alert arrangements. These arrangements are designed to help identify online activity that may indicate safeguarding concerns or vulnerability, including risks relating to abuse, exploitation, violence, extremism, pornography, self-harm and harmful or sexual content, including content generated or manipulated using AI. Any safeguarding concerns identified through filtering or monitoring will be managed in accordance with this policy.

23.4 The DSL has safeguarding oversight of online safety, filtering and monitoring and works with the Executive Principal, Head of School, Trust Infrastructure and Security Team and relevant IT staff to ensure arrangements remain appropriate and effective. Technical management of filtering and monitoring is undertaken by the Trust's IT/Infrastructure and Security Team. All staff will understand their responsibilities in relation to filtering and monitoring and will report safeguarding concerns promptly.

23.5 In addition to the filtering provided through Lightspeed, Wade Deacon High School uses Smoothwall to monitor online activity for safeguarding concerns. Smoothwall generates safeguarding alerts where activity may indicate potential risk or vulnerability. Alerts are reviewed and contextualised by the Safeguarding Team, including consideration of whether activity is legitimate curriculum-related use or requires safeguarding or pastoral intervention. Where a concern is identified, appropriate action will be taken, and higher-risk concerns will be escalated promptly in accordance with the school's safeguarding procedures. Relevant information and emerging patterns identified through monitoring will inform the school's wider safeguarding response where appropriate.

23.6 The effectiveness of the school's filtering and monitoring arrangements will be reviewed formally at least annually and following significant changes or safeguarding incidents where appropriate. Reviews will consider relevant internet-connected devices, systems and locations, the school's safeguarding risks, and the effectiveness of alert, review and escalation arrangements. A record of reviews, findings and actions will be retained.

24 Online safety and online harm

24.1 Wade Deacon High School recognises that safeguarding children online is an integral part of its wider safeguarding responsibilities and that online and offline risks are often interconnected. The school adopts a whole-school approach to online safety which seeks

to protect and educate pupils and staff in their use of technology and ensures that concerns are identified, reported and acted upon appropriately. The school's detailed arrangements are set out within the Online Safety Policy, which should be read alongside this Safeguarding and Child Protection Policy.

24.2 Pupils may experience online harm through social media, messaging and communication services, gaming platforms, websites, applications, personal devices, artificial intelligence and other digital technologies, including those accessed outside school and beyond the school's direct control. Staff will remain alert to risks including child-on-child abuse, cyberbullying, grooming and exploitation, sexual harassment, harmful or inappropriate content, the sharing of nude or semi-nude images, radicalisation and extremism, misogynistic, racist or other harmful online influences, scams, fraud and cybercrime.

24.3 The school recognises the developing safeguarding risks associated with generative artificial intelligence (AI). This includes exposure to harmful AI-generated content; inappropriate interactions with AI applications; the creation, manipulation or sharing of sexual or harmful imagery, including deepfakes; misinformation and manipulation; and the potential for AI to facilitate bullying, abuse, exploitation or other harmful behaviour. Where generative AI is made available for educational use, the school will consider age restrictions, supervision, filtering and monitoring, data protection and the suitability of the technology before its use with pupils.

24.4 Online safety forms part of the school's preventative safeguarding education. Pupils will be taught, in an age-appropriate and developmentally appropriate way, how to recognise and manage online risks, make informed decisions, behave responsibly online, protect their privacy and personal information, critically evaluate online information and seek help where they experience or witness harm. Teaching will respond to emerging technologies, safeguarding trends, pupil voice and risks identified within the school and wider community.

24.5 Online communication and contact between staff and pupils will be subject to the same safeguarding principles and professional standards as face-to-face contact. Staff must use school-approved systems and accounts, maintain appropriate professional boundaries and comply with the Staff Code of Conduct and Online Safety Policy. Staff must remain alert to safeguarding concerns arising through online activity or communication and report concerns to the DSL or a Deputy DSL without delay.

24.6 The school will maintain appropriate filtering and monitoring arrangements in accordance with Section 8 of this policy and the Online Safety Policy. Staff must provide appropriate supervision when pupils use technology and must not assume that filtering and monitoring systems remove the need for professional vigilance. The school recognises that no filtering or monitoring system can eliminate all online risk.

24.7 Online safety arrangements will be reviewed regularly and in response to significant safeguarding incidents, changes in technology or working practices and emerging risks. Relevant learning will inform safeguarding procedures, staff training, the curriculum, filtering and monitoring arrangements and the Online Safety Policy. Where online activity indicates that a child may be at risk of harm, the concern will be managed in accordance with this policy, including referral to Children's Social Care or the police where appropriate.

25 Mobile phones and personal devices

25.1 Wade Deacon High School operates as a mobile phone-free environment by default, in accordance with DfE guidance. Pupils should not use mobile phones or other personal interactive communication devices during the school day, except where an authorised exception applies. Reasonable adjustments and individual arrangements will be considered

where required, including for pupils with specific SEND, disabilities or medical needs. Detailed expectations, procedures and exceptions are set out in the school's Mobile Phone Policy.

25.2 Safeguarding concerns involving mobile phones or personal devices, including mobile data, messaging or social-media applications, recording or photographing others, image sharing, online harassment, harmful content or other inappropriate use, must be reported to the DSL or a Deputy DSL and managed in accordance with this policy.

25.3 The school recognises that safeguarding concerns involving mobile phones or personal devices may occur outside school and may still require safeguarding action where they affect the safety or welfare of a pupil or the wider school community. Where appropriate, the school will work with parents, carers, the police, Children's Social Care and other agencies in responding to such concerns.

26 Generative artificial intelligence

26.1 Wade Deacon High School recognises both the educational opportunities and safeguarding risks associated with generative artificial intelligence (AI). Only AI systems approved for the intended educational or professional purpose should be used. Where AI is made available to pupils, consideration will be given to age restrictions, suitability, supervision, filtering and monitoring, data protection and the safeguarding features of the system.

26.2 Staff and pupils must not enter confidential, sensitive or identifiable information about a child, family or member of staff into a generative AI system unless its use has been specifically authorised and appropriate data-protection and security safeguards are in place. AI-generated information must not be assumed to be accurate, appropriate or unbiased and must remain subject to appropriate human oversight and professional judgement.

26.3 Any safeguarding concern arising from generative AI, including harmful interactions or content, bullying, manipulation, deepfakes or the creation, alteration or sharing of sexual imagery, must be reported to the DSL or a Deputy DSL without delay. Such concerns will be managed in accordance with this policy and the school's Online Safety Policy, including child-on-child abuse procedures where appropriate.

27 Extra-familial harms (also known as Contextual Safeguarding)

27.1 Extra-familial harm refers to abuse, exploitation or other harm that occurs outside a child's family environment. Contextual safeguarding recognises that children may experience harm within their peer groups, intimate relationships, neighbourhoods, schools, public spaces and online environments. The school will consider these wider contexts when assessing and responding to safeguarding concerns.

27.2 The school will remain alert to extra-familial risks including child sexual exploitation; child criminal exploitation, including county lines and financial exploitation; abuse within children's intimate relationships; sexual harassment and sexual violence; serious youth violence; gang involvement and weapons; radicalisation; and online abuse and exploitation. Staff will recognise that children affected by exploitation may not identify themselves as victims and that apparent consent or participation does not necessarily mean that exploitation or abuse is not occurring.

27.3 The school will identify and respond to risks within its local context, including those associated with particular locations, peer groups, relationships, times of day, transport routes and online environments. Contextual information will inform individual risk assessment and safeguarding decisions, staff training, preventative education and

partnership working with parents and carers, the police, Children's Social Care and other relevant agencies. Concerns about an individual child will be reported to the DSL or a Deputy DSL and managed in accordance with this policy.

28 Children who display harmful sexual behaviour

28.1 Wade Deacon High School recognises that children who display harmful sexual behaviour (HSB) may themselves have experienced abuse, neglect, trauma or exploitation. The school's response will therefore be child-centred and will consider the safeguarding, welfare and support needs of both the child who has experienced harm and the child displaying the behaviour.

28.2 Sexual behaviours can occur on a continuum, from developmentally expected behaviours through to inappropriate, problematic, abusive or violent behaviours. When considering a concern, the school will take account of the child's age and developmental stage, understanding, vulnerability, the nature and frequency of the behaviour, any difference in age, power or authority between those involved, whether coercion or consent is relevant, and the wider context in which the behaviour occurred.

28.3 Any member of staff who has concerns about a pupil's sexual behaviour, including behaviour occurring online or outside school, must report this to the DSL or a Deputy DSL without delay and record the concern on CPOMS. The DSL will consider the appropriate safeguarding response, including risk and needs assessment, support for the children involved and whether referral to Children's Social Care, the police or other specialist services is required. The school will have regard to Part Five of Keeping Children Safe in Education 2026 when responding to sexual violence, sexual harassment and harmful sexual behaviour.

28.4 All incidents involving the creation, possession or sharing of nudes or semi-nudes involving children will be treated as safeguarding concerns and referred immediately to the DSL or a Deputy DSL. This includes images, videos and live streams, as well as digitally manipulated or artificially generated sexual imagery, including deepfakes or "deep nudes". Staff must not unnecessarily view, copy, print, forward, save or share such imagery. Incidents will be managed in accordance with current UK Council for Internet Safety (UKCIS) guidance, with the welfare and protection of the children involved as the primary consideration.

29 Child-on-child abuse

29.1 Wade Deacon High School recognises that children can abuse other children and that child-on-child abuse can occur inside or outside school, online and within intimate personal relationships. Child-on-child abuse is a safeguarding concern and may have significant implications for both the child who has experienced harm and the child alleged to have caused harm.

29.2 All staff must remain alert to the possibility that child-on-child abuse may be taking place, even where no concerns have been reported. Any concern must be reported without delay in accordance with the school's safeguarding procedures. Harmful behaviour will not be dismissed or normalised as "banter", "part of growing up", "boys being boys" or similar.

29.3 Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- Abuse within intimate personal relationships between children;
- Physical abuse, including hitting, kicking, shaking, biting, hair pulling, serious physical assault and threats involving weapons;
- Sexual violence, including rape, assault by penetration and sexual assault;

- Sexual harassment, including sexual comments, remarks, jokes and online harassment;
- Misogynistic or misandrist abuse and harassment;
- Causing another person to engage in sexual activity without consent;
- Making or sharing nudes and semi-nudes, including digitally altered or AI-generated images, deepfakes and "deep nudes";
- Upskirting; and
- Initiation or hazing-type violence and rituals.

29.4 Wade Deacon High School recognises that child-on-child abuse is preventable. The school will seek to identify concerning or harmful behaviour at the earliest opportunity and provide timely, proportionate and appropriate intervention and support to reduce the risk of harm, recurrence or escalation.

29.5 Where the school receives a report or identifies a concern relating to child-on-child abuse, it will respond in accordance with the principles set out in Part Five of Keeping Children Safe in Education 2026 and the procedures contained within this policy.

29.6 All concerns will be shared with the DSL without delay. The DSL, or an appropriately trained Deputy DSL acting on their behalf, will:

- Consider the immediate safety and welfare of the child who may have experienced Harm, the child alleged to have caused harm, any other children involved and the wider pupil body;
- Decide what limited and open questions are necessary to clarify the concern, taking care not to undertake an investigation or compromise any police or social care enquiries;
- Seek advice from children's social care, the police or other relevant agencies where appropriate;
- Complete or update a proportionate risk assessment and safety and support plan;
- Consider the wishes and feelings of the children involved;
- Ensure that appropriate support is provided to both the child who has experienced harm and the child alleged to have caused harm; and
- Record the concern, decisions, actions and outcomes on CPOMS.

29.7 Parents and carers will normally be informed and appropriately involved unless doing so may place a child or another person at increased risk, compromise an investigation or otherwise be contrary to the child's welfare. Where necessary, advice will be sought from Children's Social Care, the police or another relevant agency before parents or carers are contacted.

29.8 Mediation, restorative approaches or direct contact between children will not be used where this could place pressure on, blame or retraumatise a child. Any such intervention will only be considered following a careful assessment of risk and suitability and with appropriate consideration of the wishes, feelings and welfare of the child who has experienced harm.

29.9 Where appropriate, consequences may be applied in accordance with the school's Expectation for Learning Policy. The use of disciplinary consequences will not replace or bring an end to safeguarding assessment, intervention or support where these remain necessary.

29.10 Where a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child who made the report, or any other child involved, requires additional support or may have experienced harm from another source. Where a report is deliberately invented or malicious, the school may also consider whether action is

appropriate under the school's behaviour procedures. A referral to Children's Social Care or another agency will be made where the relevant threshold is met.

29.11 Risk assessments and safety and support arrangements will remain under review for as long as safeguarding risks or support needs remain. Decisions to conclude safeguarding involvement will be made by the DSL based on the available information, current level of risk and effectiveness of the support and protective measures in place. Closure will not depend upon the children involved agreeing that the matter has been resolved.

30 Whole school approach to child-on-child abuse

30.1 Wade Deacon High School will maintain a whole-school approach to preventing, identifying and responding to child-on-child abuse. This will include:

- Providing an age-appropriate preventative curriculum covering healthy relationships, consent, respectful behaviour, online safety and how to seek help;
- Ensuring that staff receive appropriate training to recognise, report and respond to concerns;
- Providing children with clear, accessible and trusted routes for reporting concerns;
- Challenging inappropriate, abusive, misogynistic and misandrist behaviour;
- Completing prompt and proportionate risk assessments and safety and support plans;
- Monitoring patterns, trends, locations and times where concerns are more likely to arise;
- Sharing relevant safeguarding information and emerging local trends with safeguarding partners, where appropriate; and
- Using incidents and pupil voice to review the curriculum, behaviour systems, staff training and the school's physical and online environments.

31 Children with medical conditions

31.1 Wade Deacon High School recognises that children with medical conditions may require additional support to participate fully and safely in school life. Concerns relating to the routine management of a child's medical condition will not automatically constitute a safeguarding concern. However, staff must remain alert to circumstances in which the management of a child's health or medical needs may indicate abuse, neglect or exploitation.

31.2 Staff must report concerns to the DSL where there is reason to believe that a child's medical needs are not being appropriately met or where the circumstances may indicate that the child is at risk of harm. This may include, but is not limited to, situations where:

- A child is repeatedly sent to school without essential medication, medical equipment or other necessary support;
- Necessary medical treatment, medication or appointments are persistently withheld or not accessed;
- There are concerns that a child's symptoms or illness may be fabricated, exaggerated or deliberately induced; or
- The management of a child's medical condition gives rise to concerns about abuse, neglect or exploitation.

31.3 This includes concerns relating to allergies and other potentially serious or life-threatening medical conditions. Staff will follow the child's individual healthcare arrangements and the school's relevant medical procedures while remaining alert to any wider safeguarding concerns.

31.4 Where a safeguarding concern is identified, the DSL will consider the child's individual circumstances, liaise with relevant health professionals and other agencies as appropriate, and determine whether Early Help/Family Help, a referral to Children's Social Care or other safeguarding action is required.

32 Children's mental health

32.1 All staff will be aware that mental health difficulties can, in some circumstances, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Mental health concerns may themselves also present a safeguarding risk, including where there are concerns relating to self-harm, disordered eating, suicidal thoughts or risk of suicide.

32.2 Only appropriately qualified professionals should diagnose mental health conditions. Staff are not expected to diagnose or provide specialist mental health treatment. However, through their day-to-day contact with children, staff are well placed to identify changes in behaviour, presentation, relationships, attendance or emotional wellbeing that may indicate that a child requires additional help or safeguarding support.

32.3 Indicators that a child may require additional support may include:

- Significant or unexplained changes in behaviour, mood, attendance or engagement with education;
- Becoming withdrawn, fearful, aggressive, anxious or unusually distressed;
- Significant changes in friendships, relationships, sleep, eating or personal care;
- Loss of interest in activities previously enjoyed;
- Signs or disclosures of self-harm, self-neglect or disordered eating;
- Expressions of hopelessness or feeling unable to cope; or
- Statements, disclosures or behaviour indicating suicidal thoughts, plans or intent.

32.4 The school recognises that children who have experienced abuse, neglect, exploitation, bereavement or other adverse or traumatic experiences may experience a lasting impact on their mental health, behaviour, attendance, relationships and educational outcomes. Staff will consider these factors when responding to changes in a child's presentation or behaviour.

32.5 Any member of staff who has a safeguarding concern about a child's mental health must report this without delay in accordance with the school's safeguarding procedures. Where there is an immediate risk to life or of serious harm, emergency assistance will be sought without delay, including by calling 999 or arranging urgent medical assessment as appropriate. Where urgent mental health support is required but there is not an immediate life-threatening emergency, advice and support will be sought through appropriate NHS and local mental health services.

32.6 The school will work collaboratively with the child, their parents or carers where appropriate, the Mental Health Support Team and relevant health, education and safeguarding professionals. Support will be appropriate to the child's age, developmental stage, individual circumstances and level of need and will be kept under review.

32.7 Where a child's mental health needs may be linked to abuse, neglect, exploitation or another safeguarding concern, safeguarding procedures will take precedence and the DSL will determine whether Early Help/Family Help, a referral to Children's Social Care or other safeguarding action is required. Mental health support and safeguarding intervention may take place alongside one another.

32.8 Wade Deacon High School will have regard to relevant statutory and government guidance relating to children and young people's mental health and behaviour and will work with local partners to identify children who may benefit from additional or specialist support.

33 Police and Criminal Evidence Act (1984) – Code C

33.1 Where the police wish to interview a pupil as a suspect, the school will have regard to the requirements of the Police and Criminal Evidence Act 1984 (PACE) Code C. A child under the age of 18 is entitled to the safeguards provided by Code C, including the presence of an appropriate adult during an interview under caution, subject to the limited exceptions within the Code.

33.2 Police interviews of a child at school should take place only in exceptional circumstances and in accordance with PACE Code C. The Executive Principal, Head of School or their nominee will liaise with the police regarding appropriate arrangements, including notification of parents or carers and arrangements for an appropriate adult. The DSL or a Deputy DSL will ensure that relevant vulnerabilities, SEND, communication needs or other safeguarding information known to the school are communicated appropriately to the police.

33.3 The role of the appropriate adult is to safeguard the child's rights, entitlements and welfare, support and assist them during the process and help ensure that they understand what is happening. Where the school has concerns that appropriate safeguards are not being followed, these concerns will be raised with the police officer and, where necessary, escalated to a supervising officer. The school will have regard to the current version of PACE Code C and associated Home Office guidance.

34 Extended school and off-site arrangements

34.1 All extended-school, off-site and externally provided activities involving Wade Deacon High School pupils will be subject to appropriate safeguarding, health and safety and risk-management arrangements. The level of assessment and oversight will be proportionate to the nature of the activity and the needs and vulnerabilities of the children involved.

34.2 Where an activity is organised and managed by Wade Deacon High School, this Child Protection and Safeguarding Policy and the school's associated safeguarding procedures will apply.

35. Educational visits and other off-site activities

35.1 Where pupils participate in day visits, residential visits, work experience, sporting activities, trips or other off-site activities organised by the school, appropriate safeguarding arrangements will be established as part of the planning and risk-assessment process. Consideration will be given to the nature and location of the activity, supervision arrangements, the individual needs and vulnerabilities of pupils, emergency arrangements and any additional safeguarding risks associated with the activity. Work experience arrangements will also be managed in accordance with Section 26 of this policy.

35.2 Any safeguarding concern arising during an educational visit, residential, work experience placement or other off-site activity must be reported and managed in accordance with this policy. Where necessary, the DSL or a Deputy DSL will be contacted for advice and appropriate safeguarding action will be taken without delay.

36 Residential visits and sleeping arrangements

36.1 All residential visits, exchanges, sports tours, camps and other overnight activities organised by Wade Deacon High School will be subject to a documented educational-visits and safeguarding risk assessment. Planning will take account of the nature and location of the visit, sleeping and supervision arrangements, the individual needs and vulnerabilities of pupils and any additional safeguarding risks associated with the activity.

36.2 Children will not share overnight accommodation with children of the opposite biological sex. This applies to shared bedrooms, dormitories, tents and other communal sleeping arrangements.

36.3 Where a child does not wish to share sleeping accommodation with children of the same biological sex, the school will consider whether suitable alternative individual accommodation can reasonably be provided. Any alternative arrangement will be determined on an individual basis and must safeguard the safety, privacy, comfort and dignity of the child concerned and all other children participating in the visit.

36.4 Sleeping and accommodation arrangements will be considered and documented as part of the planning and risk-assessment process before departure. Relevant arrangements will be communicated appropriately to pupils, parents or carers and staff on a need-to-know basis.

36.5 Appropriate arrangements will be established for staff accommodation and overnight supervision. Staff will maintain appropriate professional boundaries at all times and will not share sleeping accommodation with pupils, except where exceptional circumstances require an immediate response to protect a child's health, safety or welfare.

36.6 Agreed sleeping arrangements will not be changed informally during a visit. Where circumstances require an arrangement to be reconsidered, the visit leader will undertake an appropriate assessment of the safeguarding implications and, where necessary, seek advice from the DSL or a DDSL before making the change. The decision and rationale will be recorded.

36.7 Any safeguarding concern arising during a residential visit or overnight activity must be reported immediately to the visit leader and managed in accordance with this policy. The DSL or a DDSL will be contacted without delay where safeguarding advice or action is required.

37 Children staying with host families

37.1 Wade Deacon High School may arrange for pupils to stay with host families as part of educational visits, exchange programmes, sports tours or other approved activities. Where the school arranges or facilitates a homestay, appropriate safeguarding arrangements will be established in advance and the school will follow the requirements of Keeping Children Safe in Education 2026, including undertaking or obtaining appropriate safeguarding and DBS checks where required.

37.2 Where pupils stay with host families overseas, the school will work with the partner school or organisation to establish appropriate safeguarding arrangements and satisfy itself, as far as reasonably possible, that these arrangements are suitable. Parents and carers will be informed of the arrangements, and pupils will be given clear information about who they can contact if they feel unsafe, uncomfortable or require help during the stay.

37.3 The school will remain alert to circumstances in which a homestay arrangement in the UK may constitute private fostering under the Children Act 1989. Where applicable, the school will notify and work with the relevant Local Authority in accordance with statutory

requirements. Any safeguarding concern arising before, during or following a homestay will be reported to the DSL or a Deputy DSL and managed in accordance with this policy.

38 Alternative and off-site provision

38.1 Where Wade Deacon High School arranges for a pupil to attend alternative provision or another off-site educational setting, the school will remain responsible for safeguarding the pupil. Appropriate safeguarding due diligence will be undertaken before the placement begins and throughout its duration. The use of a provider included on a Local Authority or other approved list will not replace the school's own safeguarding checks and professional judgement.

38.2 As part of its safeguarding oversight of alternative and off-site provision, the school will, as appropriate:

- Record the provider's name, address and contact details, together with details of any subcontracted provision or satellite sites used by the pupil;
- Obtain appropriate assurance that required safeguarding and safer recruitment checks have been completed;
- Establish clear arrangements for the provider to report safeguarding concerns and other significant incidents to the school without delay;
- Require the provider to notify the school of significant changes that may affect the pupil's safety or the suitability of the placement, including relevant staffing or location changes;
- Maintain regular and effective communication with the provider and the pupil;
- Monitor the pupil's attendance, welfare and engagement at the placement; and
- Formally review the suitability and safeguarding arrangements of the placement at least half-termly, and sooner where circumstances change or a safeguarding concern arises.

39 External organisations using school premises

39.1 Where the school hires or otherwise makes its premises available to an organisation or individual providing activities involving children, the school will ensure that appropriate safeguarding arrangements are in place. The school will satisfy itself that the provider has appropriate safeguarding and child protection policies and procedures, safer recruitment arrangements and clear procedures for identifying, reporting and responding to safeguarding concerns.

39.2 Safeguarding expectations and responsibilities for organisations using the school premises will be clearly established through the relevant letting, hire or transfer-of-control arrangements. Where the school receives an allegation relating to an incident that occurred while an organisation or individual was using the school premises for activities involving children, the school will follow its safeguarding procedures, including informing the LADO where appropriate.

40 Work experience

40.1 Wade Deacon High School will ensure that appropriate safeguarding arrangements are in place for pupils undertaking work experience. Before a placement begins, the school will consider the suitability of the placement, the nature of the work, the level of supervision, any specific vulnerabilities of the pupil and the safeguarding arrangements operated by the placement provider.

40.2 The school will determine whether any adults involved in supervising, teaching, training or instructing pupils on work experience are undertaking regulated activity and whether any safeguarding or Disclosure and Barring Service (DBS) checks are required. From 1 September 2026, the supervision exemption for regulated activity with children no longer applies; however, specific provisions apply to 16 and 17-year-olds undertaking paid or unpaid employment, including work experience. The school will therefore consider each placement and the duties undertaken in accordance with current statutory guidance.

40.3 Work experience arrangements will comply with Part Three of Keeping Children Safe in Education 2026 and current DBS requirements. The school will maintain appropriate communication with the pupil and placement provider and will ensure that pupils know how to report a safeguarding concern arising during their placement. Any concern will be reported to the DSL or a Deputy DSL and managed in accordance with this policy.

41 Reasonable force and restrictive interventions

41.1 There may be exceptional circumstances in which staff need to use reasonable force or another restrictive intervention to safeguard a pupil or others. Any use of force or restrictive intervention must be lawful, necessary, proportionate to the circumstances and used for no longer than is necessary to manage the immediate risk.

41.2 Wade Deacon High School does not operate a blanket "no contact" policy. Appropriate physical contact may be necessary for educational, pastoral, welfare, safeguarding, first-aid or care purposes. Staff will exercise professional judgement, maintain appropriate professional boundaries and act in the best interests of the child.

41.3 The school will seek to minimise the need for reasonable force and restrictive interventions through positive relationships, preventative approaches, de-escalation strategies and effective behaviour and pastoral support. Where a foreseeable need for intervention has been identified, individual risk assessments and support or risk-reduction plans will be developed as appropriate and, wherever possible, in consultation with the pupil and their parents or carers.

41.4 When considering or using any intervention, staff will have regard to the pupil's welfare, dignity and individual circumstances. Particular consideration will be given to any special educational needs and/or disabilities (SEND), communication needs, mental health needs, experience of trauma, medical conditions or other vulnerabilities, together with any reasonable adjustments required under equality legislation.

41.5 Reasonable force or restrictive intervention must never be used as a punishment or for the purpose of causing pain, suffering, humiliation or intimidation. Staff must not use any technique that unnecessarily restricts breathing, impedes circulation or otherwise places a child at an unreasonable risk of harm.

41.6 Any use of reasonable force or restrictive intervention will be recorded, reported and reviewed in accordance with statutory requirements and the school's relevant behaviour and restrictive-intervention procedures. Parents or carers will be informed as appropriate, having regard to the circumstances of the incident and the welfare of the child.

41.7 Following an incident, the school will consider the welfare and support needs of the pupil and any staff or other children involved. The incident will be reviewed to consider whether existing risk assessments, support plans, reasonable adjustments or preventative strategies require amendment and whether any safeguarding concern or referral has arisen.

41.8 Where the use of force or a restrictive intervention gives rise to a safeguarding concern, including where there is concern that an intervention may have been inappropriate, excessive or caused harm, this will be reported immediately and managed in accordance with the school's safeguarding procedures, including the procedures for concerns or allegations about adults where applicable.

42 Safer Recruitment

42.1 Wade Deacon High School is committed to ensuring that all those appointed to work with children are suitable to do so. The school operates safer recruitment procedures in accordance with Part Three of Keeping Children Safe in Education 2026, relevant legislation and local safeguarding arrangements. These procedures are designed to deter, reject or identify individuals who may pose a risk of harm to children.

42.2 The school will undertake all required pre-appointment checks before an individual begins work, in accordance with the requirements of Keeping Children Safe in Education 2026. Checks will be appropriate to the role and circumstances of the appointment and will include, where required, verification of identity, right to work in the UK, qualifications, employment history and references, criminal record and barred-list checks, overseas checks and confirmation of the individual's suitability to work with children.

42.3 As part of the shortlisting process, the school will consider carrying out an online search, using a search engine, as part of its due diligence on shortlisted candidates. Shortlisted candidates will be informed that online searches may be undertaken. Any relevant publicly available information identified may be explored with the candidate during the recruitment process.

42.4 At least one member of any recruitment panel will have completed appropriate safer recruitment training. Recruitment processes will follow the principles of safer recruitment throughout, including appropriate scrutiny of applications, employment history and references and the exploration of any gaps, inconsistencies or concerns.

42.5 The following Wade Deacon High School staff have undertaken Safer Recruitment training:

- Mr Brendan Hesketh;
- Mrs Nicky Harrison;
- Mr Matthew Deeney;
- Ms Josie Gallagher;
- Mrs Catherine Rogers;
- Ms Dorothy Hussey;
- Ms Claire Rutland;
- Mr Aaron Cawley;
- Ms Mollie Rainford.

42.6 The following members of the Governing Body have also undertaken Safer Recruitment training:

- Mrs Chris Fone
- Mrs Sarah Dowd.

42.7 At least one appropriately trained person will be involved in each staff recruitment process and will normally sit on the recruitment panel. The school will ensure that those involved in recruitment understand and apply the safer recruitment requirements set out in Keeping Children Safe in Education 2026. Safer recruitment training will be refreshed every 3 years.

42.8 Where supply staff, agency workers or individuals employed by a third-party organisation work at the school, Wade Deacon High School will obtain the appropriate written

confirmation that the required safeguarding and pre-employment checks have been completed. The school will also undertake any checks for which it remains responsible, including verification of the individual's identity on arrival.

42.9 Appropriate safeguarding checks will be completed for trainee teachers in accordance with Keeping Children Safe in Education 2026. Where responsibility for these checks rests with an initial teacher training provider or other organisation, the school will obtain written confirmation that the required checks have been completed and that the individual has been judged suitable to work with children before the placement begins.

42.10 Wade Deacon High School will maintain an accurate and up-to-date Single Central Record (SCR) containing the recruitment and safeguarding checks required by Keeping Children Safe in Education 2026. Further information regarding the SCR is set out in the relevant section of this policy.

42.11 The school will not knowingly permit a person who is barred from regulated activity with children to engage in regulated activity.

42.12 The Executive Principal and Head of School will ensure that relevant staff understand and comply with any applicable requirements relating to disqualification under the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, including requirements relating to the disclosure of relevant information.

43 Volunteers

43.1 Wade Deacon High School will assess all volunteer roles before an individual begins volunteering to determine whether the activity constitutes regulated activity with children and which safeguarding and recruitment checks are required. The school will follow the requirements of Part Three of Keeping Children Safe in Education 2026 when making these decisions.

43.2 From 1 September 2026, a volunteer who teaches, trains, instructs or supervises children frequently, on more than three days in any 30-day period, or overnight, will be regarded as engaging in regulated activity, including where that activity is supervised. Where a volunteer is engaged in regulated activity, the school will obtain an enhanced DBS check with children's barred-list information in accordance with statutory requirements.

43.3 A volunteer will not be permitted to undertake regulated activity until the school has confirmed that they are not included on the children's barred list.

43.4 The school will review the roles and working arrangements of existing volunteers to identify whether a change in their duties, frequency of volunteering or relevant statutory requirements means that they are undertaking regulated activity. Where this applies, the appropriate DBS and barred-list checks will be completed.

43.5 Where the frequency threshold for regulated activity is met through volunteering across more than one school or setting, Wade Deacon High School will liaise with the other setting or organisation, where appropriate, to establish responsibility for obtaining the required enhanced DBS check with children's barred-list information.

43.6 Where a volunteer is **not** undertaking regulated activity, the school will undertake a proportionate risk assessment to determine the appropriate level of safeguarding checks and supervision. The assessment and rationale for the checks undertaken will be recorded.

43.7 In determining the appropriate checks and level of supervision, the school will consider:

- The nature of the volunteer's role and the activities they will undertake;
- The level, frequency and circumstances of their contact with children;
- The level of supervision that will be provided;
- What is already known about the individual, including information available from appropriate references or other reliable sources;
- Whether the individual undertakes other paid or voluntary work relevant to an assessment of their suitability; and
- Whether an enhanced DBS check without children's barred-list information, or any other legally permissible check, is appropriate.

43.8 A volunteer for whom the school has not obtained appropriate checks will not be left unsupervised with children or permitted to undertake regulated activity.

43.9 Where the statutory referral criteria are met, Wade Deacon High School will make a referral to the Disclosure and Barring Service (DBS) where a volunteer has been removed from regulated activity because they have harmed, or pose a risk of harm to, a child. This duty will also be considered where the individual ceases volunteering before the school is able to remove them from regulated activity.

44 Third-party staff (contractors)

44.1 Wade Deacon High School will ensure that contractors and other third-party staff working on the school premises have undergone the appropriate safeguarding and recruitment checks for the work they will undertake, in accordance with Part Three of Keeping Children Safe in Education 2026.

44.2 Where a contractor is engaged in regulated activity with children, an enhanced DBS check with children's barred-list information will be required in accordance with statutory requirements.

44.3 Where a contractor is not engaged in regulated activity but has the opportunity for regular contact with children, the school will consider whether an enhanced DBS check without children's barred-list information is appropriate and legally permissible for the role.

44.4 A contractor or third-party worker who has not undergone the appropriate checks will not be permitted to undertake regulated activity or work unsupervised where they may have contact with children.

44.5 Where an individual is employed by a contractor or other third-party organisation, Wade Deacon High School will:

- Obtain written confirmation from the contractor's employer that the appropriate checks have been completed;
- Verify the individual's identity when they arrive at the school; and
- Ensure that the individual presenting for work is the same person for whom the required checks have been completed.

44.6 Where the school engages a self-employed contractor, it will determine which safeguarding checks are required and legally permissible for the role and ensure that these are completed before the individual undertakes work requiring those checks.

44.7 School will obtain written confirmation that the provider has completed the appropriate safeguarding and safer recruitment checks on staff working with the pupil. The school will also undertake appropriate safeguarding due diligence before the placement begins and

will maintain oversight of the pupil's safety, welfare, attendance and suitability of the placement for its duration.

45 Site security and visitors

45.1 Wade Deacon High School will maintain appropriate arrangements to manage access to the school site and ensure that visitors are appropriately identified while on the premises. Visitors, including contractors, will be required to follow the school's signing-in procedures and will be issued with appropriate identification confirming that they have permission to be on site. Parents and carers who are solely dropping off or collecting their child will not normally be required to sign in.

45.2 All visitors are expected to comply with the school's safeguarding, conduct, security and health and safety requirements while on the premises. Visitors must follow any instructions provided by school staff and must not access areas of the school for which they have not been authorised.

45.3 Where a visitor attends the school in a professional capacity, the school will verify their identity and, where appropriate, obtain confirmation from their employer or organisation that the necessary safeguarding and recruitment checks have been completed. Where satisfactory assurance has been obtained, the school will not routinely require the individual to produce their DBS certificate. Visitors will be issued with a green lanyard, which they must wear at all times.

45.4 The school will only request DBS or barred-list checks where it is legally entitled to do so and where these are appropriate to the role or activity being undertaken. Visitors such as parents, carers or relatives attending sports days, performances, assemblies or similar school events will not be subject to such checks solely because they are attending the school.

45.5 The school will use professional judgement to determine the appropriate arrangements for each visitor, including whether they require supervision or an escort while on the premises. Visitors who require this will be issued with a red lanyard, which they must wear at all times. Consideration will be given to the purpose and duration of the visit, the areas of the school being accessed, the visitor's level of contact with children and any safeguarding checks or assurances that have been completed.

45.6 Any member of staff who becomes concerned about the identity, conduct or presence of a visitor, or identifies an unauthorised person on the school site, must report this promptly in accordance with the school's safeguarding and site-security procedures.

46 The single central record

46.1 Wade Deacon High School will maintain an accurate and up-to-date Single Central Record (SCR) containing the pre-appointment checks required by Keeping Children Safe in Education 2026. The SCR will include all staff employed by the school, including teacher trainees on salaried routes, and agency and third-party supply staff, even where they work at the school for only one day. As an academy, the Trust will also maintain the information required for members and trustees in accordance with statutory requirements. The SCR may also include additional information relating to other individuals, such as volunteers and governors, where appropriate.

46.2 The SCR will be maintained electronically, stored securely and accessible only to authorised staff. It will record the checks required by Keeping Children Safe in Education 2026 and the

date on which each check was completed or the relevant certificate or information was obtained.

46.3 The Executive Principal and Head of School will ensure that appropriate arrangements are in place for the maintenance and regular review of the SCR. The SCR will be subject to appropriate internal oversight and quality assurance, and the Governing Body will receive assurance that statutory safer recruitment and record-keeping requirements are being met. Any omission, discrepancy or concern identified through these checks will be investigated and addressed promptly.

46.4 Where staff are supplied by an agency or other third-party organisation, Wade Deacon High School will obtain written confirmation that the required safeguarding and pre-employment checks have been completed in accordance with Keeping Children Safe in Education 2026. The school will verify the identity of each individual on arrival and ensure that the person presenting for work is the person to whom the assurance relates.

47 Allegations and safeguarding concerns about adults working in or on behalf of the school

47.1 This section applies to all adults working in or on behalf Wade Deacon High School, Including staff, supply teachers, trainee teachers, volunteers, governors and contractors.

47.2 All safeguarding concerns or allegations about adults working in or on behalf of the school, regardless of how minor they may initially appear, must be reported without delay and managed in accordance with this policy, the school's Low-Level Concerns and Allegations About Adults Policy and Part Four *of* Keeping Children Safe in Education 2026. KCSIE specifically requires schools to have procedures for managing safeguarding concerns about staff, including concerns that may appear small.

47.3 Concerns will be managed under one of the following categories:
- Concerns or allegations that may meet the harm threshold; or
- Low-level concerns that do not meet the harm threshold.

47.4 Where a concern relates to a supply teacher, trainee teacher, contractor or another individual provided by a third-party organisation, the school will work with the relevant employer, agency or training provider to ensure that the concern is managed appropriately. The school will retain responsibility for ensuring that safeguarding concerns relating to children at Wade Deacon High School are appropriately addressed.

47.5 The school will not cease to use an individual's services, or allow an individual to resign or otherwise cease their involvement, as an alternative to appropriately considering, investigating and managing a safeguarding concern or allegation. Where applicable, the school will continue to follow the required safeguarding, referral and regulatory processes.

48 Concerns that may meet the harm threshold

48.1 A concern or allegation may meet the harm threshold where an adult working in or on behalf of the school 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 in a way that has harmed a child, or may have harmed a child
- Behaved towards a child in a way that indicates they may pose a risk of harm to children; or
- Behaved, inside or outside the workplace, in a way that may indicate they are unsuitable to work with children.

48.2 This includes behaviour that may have occurred outside the school or the individual's professional role where that behaviour may indicate a transferable risk to children.

48.3 Any concern or allegation that may meet the harm threshold must be reported immediately to the Executive Principal, who will act as the case manager. In the Executive Principal's absence, the concern must be reported to the Head of School.

48.4 The case manager will establish the basic facts of the concern but will not undertake an internal investigation before seeking appropriate advice. The Local Authority Designated Officer (LADO) will be contacted without delay where a concern or allegation may meet the harm threshold, and the school will follow the advice and procedures agreed with the LADO and, where relevant, Children's Social Care and the police

48.5 Where the concern or allegation relates to the Executive Principal, it must be reported immediately to the Chair of Governors, whose contact details are provided at the beginning of this policy. The Chair of Governors will act as the case manager and liaise with the LADO as appropriate.

48.6 Where there is uncertainty as to whether a concern or allegation meets the harm threshold, advice will be sought from the LADO. Staff may also contact the LADO directly where they believe that a concern has not been managed appropriately.

48.7 Concerns or allegations relating to the Chair of Governors or another person where the usual reporting arrangements would present a conflict of interest will be managed in accordance with the school's allegations procedures and referred to the LADO as appropriate.

49 Low-level concerns

49.1 Wade Deacon High School is committed to creating a culture of openness, trust and transparency in which the school's values and expected standards of behaviour are clear and safeguarding concerns about adults are identified, shared and addressed appropriately.

49.2 A low-level concern is any concern, no matter how small and even if it amounts to no more than a sense of unease, that an adult working in or on behalf of the school may have:

- Acted in a way that is inconsistent with the Staff Code of Conduct, including conduct outside work; and
- Not met the harm threshold set out in Section 48 of this policy.

49.3 Examples may include:

- Being over-friendly or over-familiar with children;
- Having favourites or showing inappropriate favouritism;
- Taking photographs of children contrary to school policy;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door where this is inappropriate;
- Using inappropriate, sexualised, intimidating or humiliating language;
- Failing to maintain appropriate professional boundaries; or
- Other behaviour that causes concern or a sense of unease about an adult's conduct towards children.

49.4 Low-level concerns may arise from information provided by pupils, parents or carers, staff or other adults; observations of behaviour; information identified through recruitment or safeguarding processes; or through an individual self-referring about their own conduct. Staff are encouraged to self-refer where they believe they may have acted in a way that

could be misinterpreted, appear compromising or fall below the professional standards expected by the school.

49.5 Low-level concerns must be reported without delay to the Executive Principal or, in their absence, the Head of School, in accordance with the school's Low-Level Concerns and Allegations About Adults Policy.

49.6 Where a low-level concern relates to the Executive Principal, it must be reported to the Chair of Governors.

49.7 All low-level concerns will be recorded in writing and retained securely and confidentially in accordance with data-protection requirements. Records will include the details and context of the concern, action taken, decisions made and the rationale for those decisions.

49.8 Low-level concern records will be reviewed to identify potential patterns of inappropriate, problematic or concerning behaviour. Where a pattern is identified, the school will consider appropriate action, which may include consultation with the LADO, disciplinary procedures, additional training, professional guidance or other appropriate intervention.

49.9 Where a low-level concern relates to a supply teacher, contractor or other third-party worker, the concern will also be shared with their employer so that any wider pattern of inappropriate or concerning behaviour can be identified and addressed.

50 Whistleblowing

50.1 All staff at Wade Deacon High School have a responsibility to raise concerns about unsafe practice, safeguarding arrangements or the conduct of adults working in or on behalf of the school. The school's Whistleblowing Policy provides a mechanism through which staff, volunteers and governors can raise concerns and is made available as part of induction and through the school's policy systems.

50.2 Where a whistleblowing concern relates to the Executive Principal, it should be raised with the Chair of Governors, whose contact details are provided at the beginning of this policy.

50.3 Where a member of staff feels unable to raise a safeguarding concern internally, or believes that a genuine safeguarding concern is not being addressed appropriately, they may seek independent advice from the NSPCC Whistleblowing Advice Line. KCSIE 2026 specifically signposts staff to this service where they feel unable to raise safeguarding concerns internally.

50.4 External whistleblowing advice and reporting routes include:
NSPCC Telephone number - 0800 028 0285. Email – help@nspcc.org.uk
Ofsted: 0300 123 3155. Email: whistleblowing@ofsted.gov.uk

PART B – Specific Areas of Safeguarding

51 Children with family members in prison

51.1 Wade Deacon High School recognises that children who have a parent or other close family member in prison, or who are affected by parental offending, may experience additional vulnerability. This can include poverty, stigma, isolation, disrupted family relationships, difficulties with attendance or education, and adverse effects on emotional and mental wellbeing. Staff will remain sensitive to the individual circumstances of these children and avoid assumptions or stigma.

51.2 Where additional needs are identified, the school will consider appropriate pastoral support, reasonable adjustments and, where necessary, Early Help or Family Help and support from relevant external services. The school will have regard to current national and local guidance, including support available through the Prisoners' Families Helpline.

52 Criminal exploitation of children and county lines

52.1 Child criminal exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Children may be exploited in exchange for something they need or want, for the financial advantage or status of another person, or through violence, intimidation or threats. CCE can affect any child and may occur both in person and online.

52.2 CCE can include children being forced or manipulated into transporting drugs or money, working in cannabis factories, shoplifting, pickpocketing, committing vehicle crime, financial exploitation, or threatening or committing serious violence. Children may become trapped through violence, intimidation, manufactured debts or threats against themselves or their families and may be coerced into carrying weapons or carry a weapon because they believe it will protect them.

52.3 County lines is a form of criminal exploitation involving gangs or organised criminal networks exporting illegal drugs using dedicated mobile telephone lines or other forms of "deal line". Children and vulnerable adults may be exploited to move, store or sell drugs or money. Exploitation may occur locally or across the UK, and children may increasingly be targeted and recruited through social media and other online platforms.

52.4 CCE and county lines may involve trafficking and modern slavery. A child cannot consent to their own exploitation, and exploitation may have occurred even where their involvement appears voluntary or where they identify with the group involved. Children who have been criminally exploited will be recognised and safeguarded as victims, including where they have committed offences as a consequence of exploitation or coercion

52.5 Staff must remain alert to indicators of CCE and county lines and report any concern to the DSL or a Deputy DSL without delay. The DSL will consider the child's safety and wider contextual risks and, where appropriate, make referrals to Children's Social Care, the police and other relevant agencies. Where there are indicators of trafficking or modern slavery, the school will also consider the appropriate modern slavery referral and National Referral Mechanism (NRM) arrangements in accordance with current statutory guidance.

53 Serious violence

53.1 Wade Deacon High School recognises that serious violence is a safeguarding concern and may include physical assault, threats of violence, carrying or using weapons, and violence associated with peer conflict, bullying, gangs or criminal exploitation. Children who display violent behaviour may themselves be vulnerable, exploited or in need of help and protection; the school will therefore consider both the safety of those who may be harmed and the safeguarding needs of the child displaying the behaviour.

53.2 Staff will remain alert to indicators that a child may be at risk of, or involved in, serious violence. These may include increased or unexplained absence from education; changes in friendships or associations with older individuals or groups; a significant decline in educational performance; signs of assault, unexplained injuries or self-harm; significant changes in behaviour or wellbeing; unexplained gifts, money or possessions; involvement with gangs or criminal networks; or carrying, threatening to use or expressing an intention to use a weapon. Risk may be increased where a child has experienced disrupted education,

repeated suspensions, permanent exclusion, alternative provision, maltreatment or previous involvement in offending. Staff should also recognise that risk can increase immediately before and after the school day, including journeys to and from school.

53.3 Any concern that a child is involved in serious violence, is carrying or using a weapon, has threatened to use a weapon or may be at risk from others must be reported to the DSL or a Deputy DSL without delay. The DSL will consider all available safeguarding and contextual information and, where appropriate, establish a proportionate safety and support plan, including measures to reduce immediate risk, de-escalate peer conflict and safeguard other pupils and staff. Appropriate Early Help, Family Help or targeted intervention will be considered alongside referral to Children's Social Care, the police or other relevant agencies.

53.4 Where there is an immediate risk of serious harm, including where a weapon is present or there is an immediate threat of violence, staff must take action to protect those at risk and contact the police without delay. The incident must also be reported immediately to the DSL or a Deputy DSL and managed in accordance with the school's safeguarding and emergency procedures. KCSIE's overarching expectation is that staff act immediately where a child is in danger.

54 Domestic abuse

54.1 Wade Deacon High School recognises that domestic abuse can encompass a wide range of behaviours and may include physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse and psychological, emotional or other abuse. Domestic abuse can occur between adults and within teenage intimate relationships. Children who see, hear or experience the effects of domestic abuse are recognised as victims in their own right and may experience significant and lasting effects on their safety, wellbeing, development, behaviour, attendance and education.

54.2 Staff will remain alert to indicators that a child may be experiencing or affected by domestic abuse, including controlling or coercive behaviour within their own intimate relationships. Any concern must be reported to the DSL or a Deputy DSL without delay. The school will consider the child's wishes and feelings, immediate safety, wider family circumstances and the need for Early Help, Family Help or referral to Children's Social Care, the police or specialist services. Working Together to Safeguard Children 2026 specifically strengthens the recognition of coercive control and abuse within teenage intimate relationships.

54.3 Wade Deacon High School participates in Operation Encompass and will respond appropriately to notifications received from Cheshire Constabulary where a child may be a victim of domestic abuse. The DSL or nominated member of the safeguarding team will receive and record notifications securely and consider what proportionate pastoral, safeguarding or other support the child may require. Operation Encompass notifications include children connected to the household even where they were not physically present during the incident.

54.4 An Operation Encompass notification does not replace the school's normal safeguarding procedures or the need to make a referral where appropriate. Where there are concerns that a child is suffering, or is likely to suffer, significant harm, the school will act without delay and liaise with Children's Social Care, the police and other relevant agencies in accordance with this policy.

55 Homelessness and temporary accommodation

55.1 Wade Deacon High School recognises that homelessness, the risk of homelessness and living in temporary or insecure accommodation can significantly affect a child's safety, welfare, attendance, wellbeing and educational outcomes. Staff will remain alert to the impact of housing instability and to any associated safeguarding concerns.

55.2 Where a child or family is homeless or at risk of homelessness, the school will consider appropriate pastoral support and, where necessary, Early Help or Family Help and referral or signposting to relevant housing, welfare and other services. Particular attention will be given to 16- and 17-year-olds who are homeless or living independently, who remain children and may require assessment and support from Children's Social Care as well as housing services

55.3 The school will respond appropriately to notifications received from the Local Authority that a child has been placed in temporary accommodation. The DSL or other appropriate member of staff will consider the impact on the child's safeguarding, attendance, education and wider support needs and will work with the child, family and relevant agencies as appropriate. From 1 September 2026, local housing authorities have a statutory duty, subject to the relevant consent requirements, to notify educational settings when a child is placed in temporary accommodation following a qualifying homelessness application.

55.4 Where homelessness, housing instability or temporary accommodation gives rise to concerns that a child may be suffering, or is likely to suffer, harm, the concern must be reported to the DSL or a Deputy DSL without delay and the school will follow its safeguarding procedures, including referral to Children's Social Care or the police where appropriate.

56 Violence Against Women and Girls (VAWG)

56.1 Wade Deacon High School recognises Violence Against Women and Girls (VAWG) as an important safeguarding and wider societal issue. VAWG encompasses forms of violence and abuse that disproportionately affect women and girls, while recognising that some forms of this abuse can also affect boys and men. The school recognises that attitudes which normalise misogyny, sexual harassment, coercion, control and gender-based violence can develop during childhood and adolescence.

56.2 Staff will remain alert to behaviours and attitudes that may indicate or contribute to VAWG, including misogynistic language or behaviour, sexual harassment and sexual violence, harmful sexual behaviour, abuse within intimate relationships, stalking, coercive or controlling behaviour, online sexual harassment and abuse, image-based abuse, sexual exploitation, forced marriage and female genital mutilation. Such behaviour will not be dismissed as "banter", an inevitable part of growing up or normal behaviour between children. KCSIE 2026 reinforces the relationship between misogyny, harmful sexual behaviour and the normalisation of sexual harassment and sexual violence.

56.3 Through its safeguarding culture, curriculum, RSHE and Personal Development provision, staff training and wider policies, the school will promote respectful and healthy relationships, consent, equality and appropriate challenge to misogyny, sexism, harassment and gender-based abuse. The school will seek to create a culture in which pupils feel confident to report concerns and know that they will be listened to and taken seriously.

56.4 Any safeguarding concern relating to VAWG must be reported to the DSL or a Deputy DSL without delay and responded to in accordance with this policy. The school will consider the safety, wishes and support needs of the child who has experienced harm and any safeguarding needs presented by the child displaying harmful behaviour. Where appropriate, the school will work with parents or carers, Children's Social Care, the police and other specialist services.

57 Children and the court system

57.1 Wade Deacon High School recognises that children may become involved in the court system as victims, witnesses or because their family is involved in proceedings. This may include giving evidence in criminal proceedings or being affected by family court proceedings concerning child arrangements, separation or other matters. Such experiences can be stressful and may affect a child's emotional wellbeing, behaviour, attendance and engagement with education.

57.2 Where the school is aware that a child is involved in court proceedings, appropriate pastoral and safeguarding support will be considered according to the child's individual circumstances. Staff will listen to the child's wishes and feelings, maintain appropriate confidentiality and remain alert to any associated safeguarding concerns. Where appropriate, children and families will be signposted to age-appropriate information and support concerning the court process. KCSIE specifically identifies guidance for children aged 5–11 and 12–17 who are required to give evidence.

57.3 Where family court proceedings or court orders affect the school's arrangements for a child, relevant information will be recorded and shared with staff on a need-to-know basis. The school will act in accordance with any applicable court order and its safeguarding responsibilities and will seek appropriate advice where the implications of an order are unclear. Schools are advised to note relevant court orders on the pupil's educational record and to remain particularly careful about information sharing where family circumstances present safeguarding risks.

58 Child sexual exploitation

58.1 Child sexual exploitation (CSE) is a form of child sexual abuse. It can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. This may be in exchange for something the child needs or wants, for the financial advantage or increased status of the perpetrator or facilitator, or through violence, intimidation or threats. CSE can affect any child, including 16- and 17-year-olds who can legally consent to sexual activity.

58.2 CSE may occur over time or as a one-off incident and can take place in person or online, including without the child's immediate knowledge through the creation or sharing of sexual images or other content. Children may be groomed or drawn into exploitation through apparent friendship or affection, relationships, gifts, money, drugs, alcohol, accommodation, status or a sense of belonging. A child may not recognise that they are being exploited and may believe that they are in a genuine relationship.

58.3 A child cannot consent to their own exploitation. Apparent agreement to sexual activity, receipt of gifts or other benefits, or a child's involvement in offending does not mean that exploitation has not occurred. Children who are sexually exploited will be recognised and safeguarded as victims, including where they have been criminalised for actions undertaken as a consequence of coercion or exploitation. CSE may also involve trafficking or modern slavery and, where appropriate, the DSL will consider relevant referral arrangements, including the National Referral Mechanism (NRM).

58.4 Staff will receive appropriate safeguarding training and must remain alert to indicators of CSE. Any concern must be reported to the DSL or a Deputy DSL without delay and managed in accordance with this policy, including consideration of referral to Children's Social Care, the police or other specialist services. The risks of sexual exploitation, grooming, healthy and unhealthy relationships, consent and online exploitation will also be addressed through

the school's RSHE and Personal Development curriculum as part of its preventative safeguarding approach.

59 Honour and Faith-Based Abuse (HBA)

59.1 Wade Deacon High School recognises that abuse may be perpetrated in the context of so-called 'honour', faith or belief. So-called 'honour'-based abuse (HBA) encompasses incidents or crimes committed to protect or defend the perceived honour of a family or community and can include forced marriage, female genital mutilation (FGM), breast ironing and other forms of physical, sexual, emotional or coercive abuse. Such abuse may involve a wider network of family or community members and multiple perpetrators. All forms of HBA are abuse, regardless of the motivation

59.2 Forced marriage is a safeguarding concern and a criminal offence. A forced marriage is one in which one or both people do not, or cannot, freely consent and where pressure, coercion or abuse is used. In England and Wales, it is also an offence to cause a child under the age of 18 to enter into a marriage, whether or not coercion is used and whether or not the marriage is legally binding. Forced marriage is distinct from an arranged marriage, in which the individuals retain the free choice to accept or decline the proposed marriage.

59.3 Staff must remain alert to indicators that a child may be at risk of honour, faith or belief-based abuse or forced marriage, including concerns about being taken abroad, unexplained or extended absence from education, restrictions or control within family or community relationships, or a child expressing concerns about marriage or family expectations. Staff must not approach family or community members where doing so could increase the risk to the child. Any concern must be reported to the DSL or a Deputy DSL without delay, who will consider appropriate safeguarding action and advice from Children's Social Care, the police, the Forced Marriage Unit or other specialist services as appropriate. The child's immediate safety must remain the primary consideration.

60 Female Genital Mutilation (FGM)

60.1 Female genital mutilation (FGM) comprises procedures involving the partial or total removal of the external female genitalia, or other injury to the female genital organs, for non-medical reasons. FGM is illegal in England and Wales under the Female Genital Mutilation Act 2003, is a form of child abuse and can have serious and lifelong physical and psychological consequences.

60.2 Staff will remain alert to indicators that a girl may be at risk of FGM or may already have undergone FGM. These may include concerns about being taken abroad, prolonged or unexplained absence from education, reference to a special procedure or ceremony, changes in behaviour or wellbeing, recurrent health difficulties, or a child expressing concerns about FGM. Any concern that a child may be at risk of FGM or may have undergone FGM must be reported to the DSL or a Deputy DSL without delay and managed in accordance with the school's safeguarding procedures.

60.3 In addition to normal safeguarding procedures, teachers have a personal statutory duty under section 5B of the Female Genital Mutilation Act 2003 to report to the police where, in the course of their professional duties, they are informed by a girl under 18 that FGM has been carried out on her, or observe physical signs which appear to show that FGM has been carried out. The duty is personal to the teacher and cannot be delegated to the DSL, although the DSL should be informed and can provide advice and support. Teachers must not examine a pupil to determine whether FGM has occurred.

60.4 The mandatory reporting duty applies to known cases and does not replace the school's wider safeguarding responsibilities. Where FGM is suspected, a child is considered to be at risk, or information is received from someone other than the child, staff must follow the school's safeguarding procedures and the DSL will consider referral to Children's Social Care, the police and other relevant agencies. Where there is an immediate risk of serious harm, emergency action will be taken without delay.

61 Radicalisation and extremism

61.1 Under the Counter-Terrorism and Security Act 2015, Wade Deacon High School has a duty to have due regard to the need to prevent people from being drawn into terrorism. The school recognises radicalisation as a safeguarding concern and will take a proportionate, child-centred approach to identifying and supporting children who may be susceptible to radicalisation. Prevent forms part of the school's wider safeguarding responsibilities.

61.2 There is no single profile of a child who may be susceptible to radicalisation and no single indicator should be considered in isolation. Staff will use professional curiosity and judgement and consider the child's behaviour, circumstances and wider context. Staff should not assume that political or religious interest, strongly held views, cultural or religious practices, criticism of government, changes in appearance or ordinary use of social media are, by themselves, evidence of radicalisation.

61.3 Staff will remain alert to concerning behaviour or information that may indicate that a child is becoming susceptible to radicalisation into terrorism. This may include engagement with or promotion of extremist or terrorist material; increasing support for terrorist violence; attempts to access, distribute or produce terrorist material; concerning relationships or contact with individuals or groups promoting terrorism; or other significant changes which, when considered in context, indicate that a child may be on a pathway towards terrorism. Concerns may arise through both online and offline activity. The school Single Point of Contact for Prevent is Mrs Nicola Harrison.

61.4 Where a member of staff has a concern, they must report it to the DSL or a Deputy DSL without delay. The school will follow the Notice, Check, Share approach: noticing a concern, checking available information and context, and sharing the concern appropriately. The DSL will consider whether further safeguarding support or advice is required and whether a Prevent referral should be made using the appropriate national and local referral arrangements. Where there is an immediate risk of harm or suspected terrorist or other criminal activity requiring an urgent response, the police will be contacted without delay.

61.5 Where a Prevent referral progresses to Channel, the school will cooperate appropriately with the local authority-led multi-agency process and share relevant safeguarding information in accordance with its legal responsibilities. Channel provides tailored support to people assessed as susceptible to radicalisation into terrorism. Prevent and Channel support may operate alongside other safeguarding interventions where a child has additional needs or vulnerabilities.

61.6 The DSL and Deputy DSLs will maintain appropriate knowledge and training relating to Prevent, referral arrangements and local risks. Staff will receive appropriate Prevent training and updates so that they understand radicalisation, relevant extremist and terrorist ideologies, how online environments may contribute to risk, and how to identify, record and report concerns. The school will maintain an appropriate Prevent risk assessment and action plan, informed by the local threat and risk context and reviewed as

61.7 Through its curriculum, RSHE and Personal Development provision, online safety education and wider school culture, Wade Deacon High School will provide pupils with opportunities to discuss challenging and controversial issues safely, develop critical thinking and digital literacy, understand different perspectives and build resilience to extremist and terrorist narratives. The school will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

62 Private fostering arrangements

62.1 A private fostering arrangement occurs when a child under the age of 16, or under 18 if they have a disability, is cared for and accommodated for 28 days or more by someone who is not their parent, a person with parental responsibility for them, or a close relative. Private fostering arrangements are made privately between families and carers and are different from arrangements made by the Local Authority.

62.2 Staff should remain alert to circumstances which may indicate that a child is living in a private fostering arrangement. Where a member of staff becomes aware of, or suspects, such an arrangement, they must inform the DSL or a Deputy DSL without delay. The school will notify the Local Authority so that it can assess the arrangement and ensure that it is suitable and that the child's welfare is being safeguarded.

62.3 Where Wade Deacon High School is involved, directly or indirectly, in arranging for a child to be privately fostered, the school will ensure that the Local Authority is notified as soon as possible in accordance with statutory requirements. Any additional safeguarding concerns identified in relation to the child will be responded to separately in accordance with this policy.

Appendix 1 – Four categories of abuse

Physical abuse

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

Emotional abuse

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

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

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

For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

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

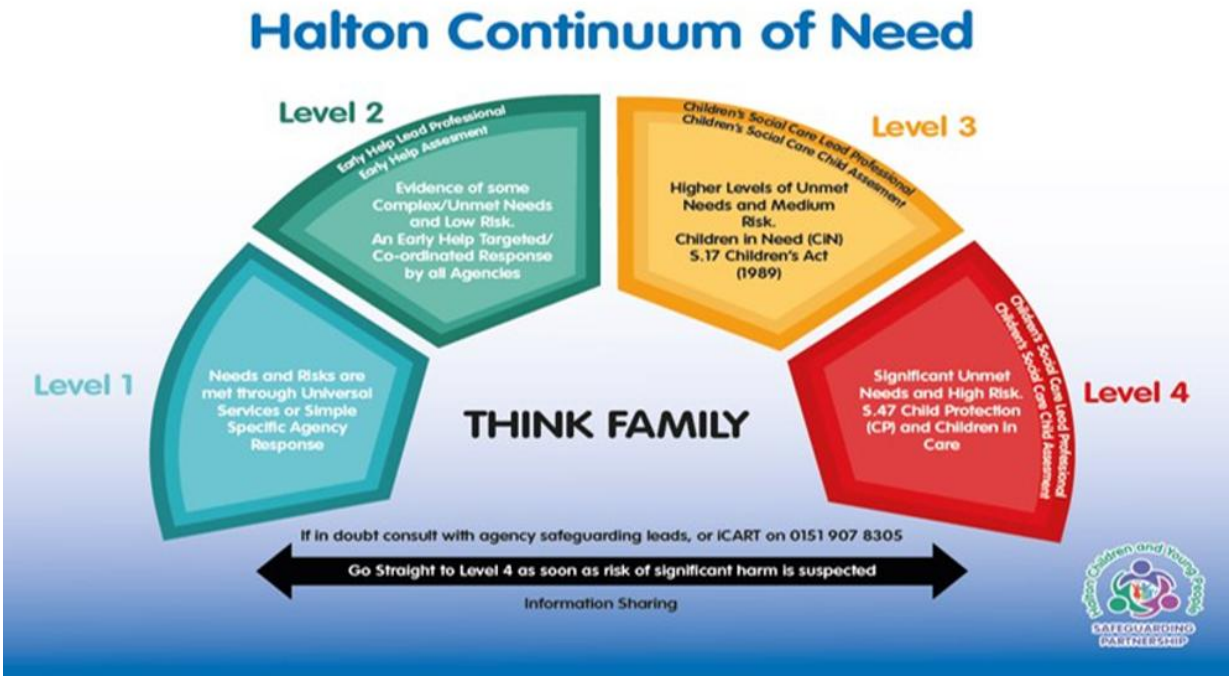
A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL decide how to proceed.

Appendix 2
Concern flowchart & Halton Continuum of Need





Level 1- Universal

Level 2-Children with emerging needs.

Level 3- Children with multiple and or complex needs (family help)

Level 4-Children in need of protection