



# HALTON SCHOOL

## POLICY STATEMENT ON SAFEGUARDING CHILDREN IN EDUCATION

Designated Safeguarding Lead:

Hayley Cunningham – Head Teacher

Deputy Designated Safeguarding Lead:

Michael Williams – Deputy Head Teacher



## Safeguarding Children in Education Policy

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### 1. Legal Framework

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

- [Education Act 2002](#)
- [Children Act 1989](#)
- [Children Act 2004](#)
- [Safeguarding Vulnerable Groups Act 2006](#), as amended by the [Protection of Freedoms Act 2012](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Childcare Act 2006](#); [Childcare \(Disqualification\) Regulation 2009](#)
- [Children and Families Act 2014](#)
- [Children and Social Work Act 2017](#)
- [Data Protection Act 2018](#); [General Data Protection Regulation \(GDPR\) 2018](#)

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

- [Keeping Children Safe in Education 2020](#)
- [Working Together to Safeguard Children 2018](#)
- [Disqualification under the Childcare Act 2006; effective 31st August 2018](#)
- [Prevent Duty Guidance 2015](#)
- [The Prevent Duty; Departmental advice for schools and childcare providers 2015](#)
- [What to do if you're worried a child is being abused: Advice for Practitioners 2015](#)
- [Information sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2018](#)
- [UKCISS Sexting in Schools and Colleges; Responding to incidents and safeguarding young people](#)
- [Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](#)
- [Teacher Standards 2012](#)
- [Guidance for safer working practice for adults who work with children and young people in education settings 2019](#)
- [Covid-19: Safeguarding in schools, colleges and other providers \(2020\)](#)



## 2. Introduction

Keys Group education fully recognises the responsibility it has under Section 175 of the Education Act 2002 and The Education (Independent School Standards) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of children. The child/young person's welfare is paramount; safeguarding and promoting his/her welfare is the overriding purpose of our work. We are **committed** to ensuring that all children/young people within our care are protected from harm. Through their day-to-day contact with pupils and direct work with carers, staff at the schools have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the Local Safeguarding Children Partnership (who are made up of representatives from the Local Authority, Clinical Commissioning Group, Chief Office of Police and where appropriate the Child and Family Team (Children's Social Care)).

## 3. Aim/Scope

This policy sets out how the school's Senior Management team discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. The aim of this policy is to establish a "whole school" approach to Safeguarding Children, in order to:

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

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

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

- Whistleblowing Policy
- Staff Behaviour Policy / Code of Conduct
- Safer Recruitment Policy
- Anti-Bullying Policy
- Use of Physical Intervention
- Attendance / Children Missing Education Policy



- Sex Education, Sex and Relationship Education, Health Education Policy
- E-Safety / Acceptable Use Policy
- Educational Visits
- Health and Safety Policy

#### 4. Abbreviations and Definitions

LADO – Local Authority Designated Officer  
CAMHS – Child Adolescent Mental Health Services  
YOT – Youth Offending Team  
DBS – Disclosure Barring Service  
TRA – Teaching Regulatory Authority  
LSCP – Local Safeguarding Children Partnership  
LA – Local Authority  
DSL – Designated Safeguarding Lead (interchangeable with Designated Safeguarding Officer (DSO))  
RADAR – Keys Group monitoring and compliance software system

Definitions of types of abuse can be found in Appendix A and this provides the foundations of our understanding of Safeguarding issues and our response to safeguarding concerns.

#### 5. Multi-agency working

The Halton Children and Young People Safeguarding Partnership is made up of Halton Council, Halton Clinical Commissioning Group (NHS) and Local Constabulary. The Partnership make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The school will continue to work in collaboration with the partnership and the school Governors/directors/proprietors, school leadership team and the Designated Safeguarding staff understand and follow Halton's Safeguarding arrangements.

#### 6. Policy Content

**There are five main elements to this policy:**

- 1) **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.



- 2) **PROCEDURES** for identifying, recording and reporting cases, or suspected cases, of abuse.
- 3) **SUPPORT TO PUPILS** who may have been abused.
- 4) **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** through safer recruitment practices.
- 5) **RESPONSIBILITIES OF ALL SCHOOL STAFF** to ensure the safeguarding of all pupils

Our policy applies to all staff, supply or agency staff and volunteers working in the school including community education staff and sports coaches. Teaching assistants and secretaries as well as teachers can be the first point of disclosure for a child. Concerned carers may also contact the school's head teacher or Regional Manager.

EVERYONE INVOLVED WITH OUR PUPILS HAS A RESPONSIBILITY TO REPORT ANY SAFEGUARDING CONCERNS

## 6.1 **PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children are essential.

The School will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and information about who to turn to for help;
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- ensure that children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. Relevant issues may be covered in Relationships Education in primary schools and Relationships and Sex Education in secondary schools from September 2020 (formally SRE).
- ensure that all staff understand the link between mental health and adverse childhood experiences. We understand that children who have experienced trauma often experience mental health issues. We also understand that children with mental health issues are more vulnerable to abuse.



- any member of staff that is concerned that a child is experiencing mental health issues which is also a safeguarding concern will complete the safeguarding concern form to alert the DSL.

### Online Safety

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

The Designated Safeguarding Lead understands the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

All staff recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

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

## **6.2 PROCEDURES**

We will follow the procedures set out in inter-agency procedures produced by the Local Safeguarding Children Partnership contact details are displayed in school in the poster version of Appendix J

The response to a disclosure of abuse from a pupil can be found in Appendix C. All staff are aware of and follow this guidance.

### Response to concerns about a child.

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

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



The Designated Safeguarding Lead will consider the information they have received and will determine what action should be taken by the school. The DSL will contact the Regional Manager and record the outcome of the decision making process.

**If the Designated Safeguarding Lead is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care they should contact their regional manager.**

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

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

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

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

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

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

### Record keeping



The School will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken including on RADAR), even where there is no need to refer the matter to Children's Social Care immediately
- ensure all records are kept secure and in locked locations with access restricted to the Safeguarding Team
- ensure all relevant Safeguarding records are sent to the receiving school or establishment when a pupil moves schools.

### Confidentiality and information sharing

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

### **All staff must be aware that they cannot promise a child to keep secrets.**

The School will:

- take account of any particular contextual issues relating to the school's location when completing their risk assessment, these are recorded in Appendix K.
- take account of the child's social context when completing the risk assessment.
- ensure that, wherever possible, there are two emergency contact numbers for each child.
- undertake appropriate discussion with parents/carers, under the guidance of the local Safeguarding Children Partnership, unless the circumstances preclude this.
- ensure that parents/carers have an understanding of the responsibility placed on the school and staff for Safeguarding by setting out its obligations in the school prospectus and through staff informing individual parents/carers as the need arises.

## **6.3 SUPPORTING THE VULNERABLE PUPIL**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliated and hold some sense of self-blame. This school may be the only stable, secure and predictable element in the lives of vulnerable children. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.





We recognise that some children actually adopt abusive behaviours and that these children must be provided with appropriate support and intervention. We recognise that these risks may be increased for those children who may be Looked After who experience higher vulnerability. This may also involve working in partnerships with other relevant agencies e.g. CAMHS, YOT.

The School will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation. The Safeguarding Officer will liaise with staff responsible for PHSE and school groups such as the School Council.
- the school ethos which
  - (i) promotes a positive, supportive and secure environment
  - (ii) gives pupils a sense of being valued
- the school's Inclusion and Equality, SEN and Behaviour policies which are aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour displayed by the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies which support the pupil such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- a commitment to develop productive and supportive relationships with parents/carers whenever it is in a pupil's best interest to do so;
- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care as soon as there is a recurrence of a concern.

When a pupil who is vulnerable or who is on a child in need plan or a child protection plan leaves the school, information will be transferred to the new school immediately. Where necessary, information can be shared with the receiving school prior the pupil being taken on roll at the receiving school if it is felt that the knowledge will help the school to support the pupil on arrival.

### Drug use and safeguarding

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate Safeguarding proceedings but the school will consider such action in the following situations:



When there is evidence or reasonable cause;

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults e.g. county lines
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

### Children of drug using parents/carers

The DSL will contact and offer support to parents/carers who are known to misuse drugs and/or alcohol. The support provided may be through the school's Early Intervention Support or through a referral to the local Safeguarding Partnership if the threshold for intervention is met. If the parent/carer declines support and safeguarding concerns remain, a referral will be made.

Support from school or children's social care will be offered to parents/carers to ensure the safety and wellbeing of pupils is maintained. Parental drug and/or alcohol misuse can be a potential risk to children and young people when: -

- the home is chaotic and unpredictable, and this can be attributed to the parent's drug and/or alcohol misuse
- children are not being provided with acceptable or consistent levels of care and their physical, emotional and/or health needs are not being fulfilled
- children are being exposed to criminal behaviour
- children are not supervised in a way that prevents risk of harm
- children become vulnerable to exploitation

### Domestic Abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to 103 national crime agency human-trafficking. 86 domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs



Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

### Homelessness

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

### Young people and Mental Health

At Halton School we understand that mental health issues can be an indicator that a child has suffered, or is at risk of suffering from abuse, neglect or exploitation. Staff in school are not qualified to diagnose mental health problems however, we are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Halton school has a trained Mental Health First Aider who can identify any further support through external agencies.

If a situation should occur in which school staff have a concern about the mental health of a child, which is also a safeguarding concern or appears to be developing into a safeguarding concern, then we will respond immediately by sharing this information with the school Designated Safeguarding Lead who will act in line with the safeguarding guidance set out in this policy.

As a school we aim to provide a nurturing environment for children and staff and we teach resilience through our school curriculum. Whenever a concern arises which is related to mental health, we will always act in the best interest of the person involved and access appropriate support. This may mean accessing support from external agencies. The Designated Safeguarding Lead has working knowledge of the guidance in Chapter 4 of Mental Health and Behaviour in Schools

### Children who are at greater risk of harm

All staff understand that there are times in a child's life when they may require the support of a social worker. Children who are receiving support from a social worker may be involved in a



Child in Need Plan or a Child Protection Plan as a result of abuse, neglect and/or complex family circumstances.

All staff understand that adverse childhood experiences and trauma can leave a child vulnerable to further harm. The impact of adverse experiences can leave a child disadvantaged in terms of attendance, attainment, behaviour and mental health.

The Designated Safeguarding Lead will be informed by the Local Authority of any child who is supported by either a Child in Need Plan or a Child Protection Plan. The Designated Safeguarding Lead will ensure that the school support the child in terms of monitoring educational outcomes, safety and wellbeing.

The social worker and Designated safeguarding Lead will liaise to share information about the child's progress and academic support required and provided by the school. The Designated Safeguarding Lead will also share information regarding absence from school and missing from education to ensure the safety and wellbeing of the child.

### Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will request updated pupil information forms be completed annually to help to identify those children who have had a change in living arrangements.

Should the school become aware of a child who is privately fostered, the Designated Safeguarding Lead will notify the Local Authority who will check that the arrangement is suitable and safe for the child.

### Looked After Children

The Proprietors/Directors will ensure that the head teacher will ensure the academic progress, emotional wellbeing and safety of children who are looked after or have previously been looked after by the local authority.

All staff understand that children who are in the care of the local authority have usually experienced abuse and/ or neglect.



The Proprietors/Directors will ensure that the head teacher understands and has knowledge of the child's legal status (whether they are looked after with the consent of the parent, under and interim care order or full care order) and the contact arrangements with the parents or people with parental responsibility.

The head teacher will have details of the child's care arrangements and the level of authority given to the carer by the local authority that looks after the child.

The head teacher will have the name and contact details of the social worker and the name of the virtual head from the authority that cares for the child.

All staff have the understanding and knowledge that previously looked after children remain vulnerable and will liaise with the head teacher to ensure that information is shared to keep looked after and previously looked after children safe.

The head teacher will work with the local authority to ensure that the educational outcomes of registered children who are looked after.

The head teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who have been adopted from state care outside England and Wales.

The head teacher must have the relevant experience and qualifications to fulfil this role and also be able to attend training to keep informed about developments in this area.

The head teacher will liaise with the virtual head to discuss how funding can be best used to support the progress of looked after children and best meet the needs identified in the personal education plan (PEP).

#### **6.4 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- Halton Children and Young People Safeguarding Partnership LADO procedures (available from <http://children.haltonsafeguarding.co.uk/docs/LadoProcedures.pdf>) should be followed in all cases where it is alleged that a member of staff, supply staff or volunteer has:
  - behaved in a way that has harmed a child, or may have harmed a child
  - possibly committed a criminal offence against or related to a child
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
  - behaved in a way that indicates they may not be suitable to work with children



- The School operates safe recruitment practices including ensuring appropriate DBS checks, checks on Children's Barred list, TRA Prohibition Orders, Section 128 checks and reference checks are undertaken according to Circular DfES/0278/2002 Safeguarding: Preventing Unsuitable People from Working with Children and Young People in the Education Service and Keeping Children Safe in Education 2020 revised January 2021 (A copy is available upon request.) School interview panels will also contain at least one member of staff (usually the Head Teacher) who is trained to ensure all interviews and appointments of staff and volunteers reflect the importance of safeguarding children.
- If and when we seek to place pupils with Alternative Providers, we will ensure that, prior to them attending, we have a written statement confirming that all vetting and barring checks have been completed.
- If pupils are on the roll of another school and we are approached to provide part of their education we will supply a written statement confirming that we have carried out all vetting and barring checks.
- Should a concern arise about an adult who is not employed directly by the school (for example, a supply teacher provided by an employment agency) then the school will ensure that the correct procedures are followed. Under no circumstances will the school cease to use a supply person due to a safeguarding concern without finding out the facts and liaising with the Local Authority Designated Person (LADO) to determine a suitable outcome. The headteacher will discuss with the agency whether it is appropriate to suspend the individual, or deploy them to another part of the school, while the investigation is conducted.
- Where external contractors are used, the school will receive written confirmation that the appropriate safeguarding checks have been made before contractors enter the school building. Identity checks will be made on contractors arrival at school. Wherever possible, work carried out on the school premises will take place outside of term time.
- When we consider using volunteers in school we will first carry out a risk assessment to determine whether we need to complete an enhanced DBS. Under no circumstances will a volunteer without appropriate checks be left unsupervised with children.
- The Head teacher will consult immediately with LADO, Regional Manager and HR Department in the event of an allegation being made against a member of staff, supply staff or volunteer and where required inform the Police and/or local Safeguarding team
- The School will ensure that any disciplinary proceedings against staff relating to Safeguarding matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- The School will ensure that all staff, supply staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as detailed by Keys Group policies.
- The School will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).



### Other related policies:-

#### Physical Intervention

The policy on physical intervention is set out in a separate document and is reviewed annually by the Senior Management Team. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. The creation and regular maintenance of individual plans for each child are aimed at reducing the need for physical intervention.

#### Bullying

The Keys Group is fully aware that children with SEND have higher risks of being left out and are disproportionately affected by bullying. Our policy on Counter bullying is set out in a separate document and is reviewed annually by the Senior Management Team. Name calling and other bullying events can never be written off or accepted as banter. We acknowledge that to allow or condone bullying may lead to consideration under Safeguarding procedures.

#### Discrimination/Harassment

Our Equal Opportunity Policy is set out in a separate document and is reviewed annually by the Senior Management Team. We acknowledge that repeated incidents or a single serious incident may lead to consideration under Safeguarding procedures.

#### Health and Safety

Our Health and Safety policy, set out in a separate document, is reviewed annually by the Senior Management Team. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

#### Children with EHC plans or statements of special educational needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who support and educate children with learning difficulties, autism and or emotional and behavioural problems, especially those with communication difficulties, are particularly sensitive to signs of abuse.

All young people have the right to confidential advice on contraception, condoms, pregnancy, abortion and sexually transmitted disease, but this should be in the form of sex education or as



part of the PHSE curriculum. If staff discuss this as a personal issue with a student, they must report this to the Designated Safeguarding Lead in school. Advice on sex and contraception from a health worker should not be arranged by individual education staff.

## **6.5 RESPONSIBILITIES**

The School will ensure that all staff are aware of their role in relation to safeguarding children.

### 6.5.i - Responsibilities of the DSL:

The School will:

- ensure it has a designated senior member of staff, who has undertaken, as a minimum, the Local Authority Designated Safeguarding Lead course, details are provided in the poster version of appendix J.
- ensure that the Head Teacher, designated safeguarding lead and any deputies have attended the Working Together to Safeguard Children course provided by Halton Local Authority,
- ensure this training is updated every two years in accordance with government guidance;
- ensure that the designated lead is a member of the senior leadership team;
- recognise the importance of the role of the designated lead and ensure s/he has the time and training to undertake her/his duties;
- ensure that the roles and responsibilities of the DSL and DDSL's are explicit in their job description and are in accordance with the guidance provided in Keeping Children Safe in Education 2021. The job descriptions will be updated as and when new guidance is released.
- ensure there are contingency arrangements should the designated member of staff not be available; all staff will attend a 1 day Safeguarding Children course and annual refreshers/updates.
- ensure that the head teacher and DSL will take advice from the LADO where an allegation concerns a member of staff board in all cases of suspected and/or reported abuse.
- Understand the situations which require the school to contact the police and understands how to make a referral to the police following the guidance in "When to call the police".

### 6.5.ii - Responsibility of all school staff

The School will ensure every member of staff knows:

- the name of the designated person and her/his role.
- that they have an individual responsibility for referring Safeguarding concerns using the proper channels and within the mandatory timescales.





- where the Local Safeguarding Children Partnership guidelines and contact details are located.
- how to complete a safeguarding referral form and to pass this to the designated Safeguarding Officer:
- these procedures at the beginning of the year and new staff are updated on arrival.
- information on alert signs of abuse are distributed to all staff and are contained in appendix B
- the procedure to follow in the event of a disclosure by a student. The member of staff should immediately provide a verbal report of the disclosure to the Safeguarding Officer and straight after the verbal report, complete the referral form in ink and to pass this to the Safeguarding Officer. The report should be in the words of the student. This would then be entered on RADAR. The DSL will then make a decision to contact the local Safeguarding team and/or children's social care.
- the relevant information regarding safeguarding. All staff will complete Child Protection training at a minimum of every three years and will receive annual safeguarding refresher training and updates throughout the academic year. Safeguarding is everybody's responsibility and, as such, this policy applies to all staff, supply staff and volunteers working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.
- their duty and feel able to raise concerns about poor or unsafe practice of adults who work with children in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. If the concern is in relation to the head teacher or Proprietor these can be sent directly to our HR department who will deal with these sensitively and confidentially, or through the external whistleblowing service – EXPOLINK.  
Should the situation arise where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, advice can be sought via NSPCC helpline or through OFSTEDS Whistleblowing helpline. The contact details are:-

#### NSPCC

- Telephone number - 0800 028 0285.
- Email – [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### OFSTED Whistleblowing helpline

- Telephone number - 0300 1233155
- Email – [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)



- their duty to report suspicion of radicalization. All Staff will undertake PREVENT training to ensure that they have a good understanding of the dangers of exposure to extremism and strategies to address any issues relating to the radicalisation of young people.

As part of their induction, staff will be required to read:

- Behaviour Policy
- The procedures for managing children missing in education
- Staff code of conduct
- The Safeguarding Children policy
- Keeping Children Safe in Education 2021
- Guidance for safer working practice for adults who work with children and young people in education settings 2019

Staff will also be provided with training from the point of their induction, and updated every year at a minimum, so that they know:

- their personal responsibility,
- the Local Safeguarding Children Partnership procedures,
- the need to be vigilant in identifying cases of abuse
- how to support and to respond to a child who tells of abuse

The School will also:

- ensure that firewalls are maintained, and that young people are monitored when accessing the internet. Should an inappropriate site breach the firewall staff will intervene to protect the young person and report the site to the Headteacher who in turn will inform the IT department so that the firewall can be updated (reference DFE Teaching online safety in school: June 2019)
- ensure that all staff are familiar with the separate policy regarding the use of mobile phones and their ability to access the internet.
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Safeguarding matters including attendance and written reports at initial case conferences, core groups and Safeguarding review conferences;
- notify the local authority team if it should have to exclude a pupil on a child protection plan (fixed term);
- notify the local authority team if there is an unexplained absence of a pupil on a child protection plan on the first day of absence or as agreed as part of any Safeguarding or core group plan. The Head Teacher in liaison with the EWS will monitor student attendance and especially those with Safeguarding issues, as outlined in the school's attendance policy.



6.5.iii - Senior Management Team Safeguarding responsibilities

The Senior Management Team fully recognises its responsibilities with regard to Safeguarding and to safeguarding and promoting the welfare of children.

It will:

- designate a Senior Manager for Safeguarding who will oversee the school’s Safeguarding policy and practice and champion Safeguarding issues;
- ensure an annual report is made to Board of Directors on Safeguarding matters to include changes affecting Safeguarding policy and procedures, Safeguarding training received, the number of incidents/cases (no names) and Safeguarding in the curriculum;
- ensure that safeguarding concerns are reported quarterly to Keys Group Governance Committee.
- ensure that this policy is annually reviewed, updated and copied to the Board of Governors and the Proprietor.

**7. Training**

All Head Teachers will ensure that familiarisation with this policy is a part of the induction process for all employees. All staff will sign to say they have read and understand this policy. All staff will undertake annual refresher training as a minimum.

**8. Equality Impact Statement**

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact your line manager. Keys Group will then actively respond to the enquiry.

This policy was produced September 2020 and reviewed in January 2021 and will be reviewed in September 2021 or earlier should the need arise.

Signed by .....*N.Kelly*.....

Chair of Governors

Managing Director Keys Education Division



## List of Appendices

- Appendix A - Standards for Effective Safeguarding Practice In Schools
- Appendix B - Child Abuse – Signs and Symptoms
- Appendix C - Procedure for Working With a Child Abuse Disclosure
- Appendix D – Types of Abuse And Neglect – (Keeping Children Safe In Education 2019)
- Appendix E - Safeguarding Referral Form
- Appendix F - Safeguarding Record of Advice Form
- Appendix G - Action Plan for Internal Investigation of Safeguarding Concern
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## APPENDIX A

### Standards for Effective Safeguarding Practice in Schools

In best practice, schools:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with carers to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 5 monitor children who have been identified as vulnerable, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support Safeguarding training, at least annually to school staff and every two years to designated safeguarding leads to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- 7 contribute to an inter-agency approach to Safeguarding by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
- 9 provide clear policy statements for parents/carers, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
- 10 have a clear understanding of the various types of bullying - physical, verbal and indirect, cyber and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
- 11 take particular care that pupils with SEN, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- 12 have a clear Whistle blowing policy in relation to the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the Whistleblowing Policy and procedures and that these are followed correctly at all times, using the guidance set down in Keeping Children Safe in Education 2021



- 13 have a written whole school safeguarding policy, produced, owned and regularly reviewed by school's staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
- 14 The school will ensure that specified information is passed on in a timely manner to the Board of Governors and the Proprietor for monitoring purpose

## **APPENDIX B**

### **CHILD ABUSE – SIGNS AND SYMPTOMS**

#### **BEHAVIOUR SIGNS**

In some ways the task of spotting an abused secondary child may seem easier than that of a primary child. For one thing, older children are less likely to have injuries that have resulted from playing; for another, they have much more awareness of what is happening to them, and a much greater ability to use language in telling someone. However, this may be counter-balanced by the increased load of shame and/or guilt. A child who has suffered abuse for many years will be only too aware of the obvious question s/he may be asked – “Why didn't you tell before?” – and is unlikely to have an answer. Such a child is more likely to give off signals which invite detection of the abuse by an adult, thus relieving the child of the burden of making a decision to tell, and risk the consequences.

The most likely result is difficult, challenging behaviour which disrupts the class and seems designed not to elicit help or sympathy of any kind. Behaviour like this is not necessarily a signal from an abused child. But it might be, and the possibility should be explored along with others.

Some typical behaviour patterns in school exhibited by abused children include:

- Very aggressive behaviour to other pupils eg hitting out at the slightest argument, hair trigger temper.
- Persistent bullying.
- Running away.
- Persistent sexually provocative speech or behaviour.
- Constant attention seeking, usually by direct and unreasonable challenges to authority.
- Frequent absences, particularly one day absences.
- Self-injury, particularly cuts on arms, legs.
- Withdrawn, moody behaviour and wariness of any talk about home.
- Petty theft and arson offences.
- Undernourished appearance, inadequate clothing.
- Panic attacks, fainting, headaches or stomach aches.
- Stealing, telling lies.
- Writing/drawing sexually explicit stories/pictures.



- Very low self-esteem, lack of confidence.
- Child Sexual Exploitation

The School is also aware that nationally changes in behaviour in children with SEN and disability previously have been on occasion overlooked and wrongly assumed to be part of their SEND.

### **TALKING**

A primary or secondary student will need to “test the water” before telling. She/he might do this by “hanging around” you, asking trivial questions about work, helping put things away etc. Be aware that any casual conversation could be an opener to disclosure. It is important to take what is said seriously, and not be dismissive.

The “test” might be a totally outrageous tale, perhaps something that happened “to a friend”. Some children know that what has happened to them will be difficult to believe (particularly with sexual abuse) and they will try out something else that’s “outrageous” to gauge the likely reaction.

A measured response to an improbable tale, or a “has anything like that ever happened to you?” will signal to the child that you are prepared to believe the improbable; a dismissive or amused response may close the door on disclosure.



## APPENDIX C

### PROCEDURE FOR WORKING WITH A CHILD ABUSE DISCLOSURE

#### Actions staff must take when a student makes a disclosure

Due to the specialist designation of the school it is likely that a number of pupils will have experienced some form of abuse, whether it be physical, sexual, emotional abuse or neglect. They may see staff as an adult they trust and want to talk about a problem. The moment of disclosure can be traumatic for any member of staff, so it is important to be prepared mentally and practically for the possibility.

These principles should help:

#### **1 Listen**

- Find the time and a private place to talk as soon as possible.
- Try to remain calm and re-assuring. The student will need to know you can cope with the situation.
- Allow the student to talk freely without interruption or being asked to repeat anything for clarity
- Accept the student's language and terminology.

#### **2 Believe**

- It is helpful that you tell the student that you believe them.
- Remember that the decision to confide in an adult takes great courage on the part of the child. Acknowledge the child's bravery. To be disbelieved adds greatly to the existing trauma.
- It is not your role to determine the validity of these disclosures. (It is important to acknowledge that even if a child is later found to be telling a lie, there is always a serious reason for this.)

#### **3 Acknowledge**

- The student's feelings.
- Beware of projecting your own eg the student may be feeling embarrassed or feel that they are wasting your time.
- Let the student know you understand how difficult it is to talk about such experiences.
- Let the student know that it is **NOT** their fault.
- Avoid condemning the alleged abuser, particularly if the abuse occurs within the family. (This can trigger a strong reaction which may lead to further ambivalent feelings for the child who may already be caught between caring for the abuser and wanting the abuse to stop.)
- DO NOT ask leading questions or "why" questions.
- Let the student know that you are willing to help, but avoid saying, "Everything will be alright".





- Explain to the child that you will need to share the information with (name of person) so that they can help to access the right support. Explain that only the people who need to know will be informed and that you will not be sharing the information with any pupils in the school.

#### 4 Report

- To one of the Safeguarding team members verbally immediately and follow up the verbal report by completing the Safeguarding referral form.
- DO NOT agree to/promise to keep the disclosure a secret, inform the student that you can't keep this to yourself, that you want it to stop too and that you must pass it on to a designated teacher trained in Safeguarding work.
- Ask them if they have told anyone else.
- Let the student know what is likely to happen next.
- A detailed record must be made as soon as possible (before the end of that working day) and given to the Designated Safeguarding Lead as a record of disclosure.

**THE INCIDENT SHOULD NEVER BE LEFT UNTIL LATER IN THE DAY OR THE FOLLOWING DAY**

#### **REPORTING THE DISCLOSURE**

- 1 The trusted member of staff should contact the Designated Safeguarding Lead at the first appropriate moment, as soon as possible.
- 2 If required request your lesson to be covered whilst you stay with the student until the Designated Safeguarding Lead arrives. **PARENTS/CARERS SHOULD NOT BE CONTACTED AT THIS STAGE**
- 3 The DSL will then:
  - a) Make a decision regarding the action that needs to be taken. If a referral is going to be made to Children's Social Care then the parents/carers will be contacted to gain consent for the referral. If consent is not provided and the DSL still considers that there is risk of harm to the child, the parent will be told that the safeguarding procedures will be followed and the referral will be made. The only situations in which this will not apply is in the case of sexual abuse or fabricated illness or where informing the parent will put the child at risk of harm. In such situations, the parents should not be contacted for consent.
  - b) ring the local Safeguarding Children Partnership and/or the student's Social Worker (where appropriate) to discuss the disclosure, who will then, if necessary, involve the multi-disciplinary agencies including Police and advise on contacting parents/carers if they have not already been informed,



- c) keep the student informed of the procedures/actions.
- 4 Produce a written detailed account of the disclosure, sign and date and give to the designated Safeguarding Lead. The account should be in the words of the child and where quoting the child the text should be in capital letters so that the words stand out in the text.

If you are unable to refer a case in school for example, you become aware of the abuse case outside school hours, you should report the case directly to the children's social care emergency duty team (EDT)

## **APPENDIX D**

### **1. Types of Abuse and Neglect – (Keeping Children Safe in Education 2021)**

**ABUSE:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or another child or children.

**PHYSICAL ABUSE:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

**SEXUAL ABUSE:** 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:** 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.

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

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

### **HONOUR BASED ABUSE**

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



## **FEMALE GENITAL MUTILATION (FGM)**

(sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

If you are worried about someone who is at risk of FGM, immediately report your concerns to your designated safeguarding officer.

It is the responsibility of an individual staff member to report FGM if they discover it (through disclosure not physical examination) to the police. They may discuss it with the DSL for advice but it is their duty to report it.

The Home Office have published some procedural information on the mandatory duty to inform police, which can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)

## **FORCED MARRIAGE (FM):**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle-East and African countries.

A signal of FM is the removal of the pupils from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistle blowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current Safeguarding responsibilities.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).



## **Extra-Familial Abuse**

### **CONTEXTUAL SAFEGUARDING**

Is where safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

### **CHILD SEXUAL EXPLOITATION:**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **CHILD CRIMINAL EXPLOITATION**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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



## **COUNTY LINES**

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

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

## **SERIOUS VIOLENT CRIME**

Staff need also to be aware of the indicators that children may be at risk from, or are involved in, serious violent crime. These indicators may include:

- Increased absence from school.
- Changing friendships, or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm, assault or significant change in well-being.
- Unexplained gifts or new possessions.

## **PEER ON PEER ABUSE:**

Peer on Peer abuse occurs when a young person is exploited, bullied and / or harmed by his or her peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Peer on peer abuse includes:

- Bullying
- Physical abuse
- Sexual violence
- Sexual harrassment
- Sexting
- Initiation ceremonies
- Cyber-bullying, including online sexual harassment.
- Upskirting, which involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual



gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

All staff and volunteers understand that children can abuse other children. All staff and volunteers will inform the DSL of any suspected peer on peer abuse. Peer on peer abuse will be taken as seriously as any other form of abuse. Physical abuse between peers will be managed under the School's Behaviour Policy and Counter Bullying Policy. Emotional abuse between peers will be managed under the school's Counter Bullying Policy. Harmful sexual behaviour will be identified, managed and reported to the DSL and Local Authority Safeguarding Officer. Sexting will be managed on a case by case basis using national and local guidance with advice from the local safeguarding team. In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. The school will always seek advice from the Local Authority Safeguarding Officer or team and referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met.

### **SEXUAL VIOLENCE AND HARRASSMENT**

Sexual violence and sexual harassment between children in schools and colleges Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

#### **What is sexual violence and sexual harassment?**

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual



violence we are referring to sexual violence offences under the Sexual Offences Act 2003111 as described below:

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

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

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

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

### Sexual harassment

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

### Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.





## RADICALISATION, EXTREMISM AND TERRORISM

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

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

### The Prevent Duty

From 1 July 2015 (Updated March 2019) all schools must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers to think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk. The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

It is expected that once a member of staff within your organisation identifies an individual vulnerable to radicalisation that they contact the DSL to discuss the case internally. If deemed suitable, the practitioner will then make a referral to the Channel coordinator at [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk).

**Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.



Guidance on Channel is available at: *Channel guidance*, and a Channel awareness e-learning programme is available for staff at: *Channel General Awareness*.

**CHILDREN MISSING FROM EDUCATION:** all schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. Children missing from Education can be an indicator of familial and extra-familial abuse and it is important that the school has rigorous absence procedures which are consistently applied.

### **Support and Guidance**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the

TES <https://www.tes.com/teaching-resources>,

MindEd <https://www.e-lfh.org.uk/programmes/minded/#dr> and the

NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites.

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Abuse (DFE advice for practitioners) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>
- Bullying including cyberbullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Criminal exploitation of children and vulnerable adults county lines <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- Children missing education <https://www.gov.uk/government/publications/children-missing-education>
- Children missing from home or care <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- Child sexual exploitation



<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

- Domestic abuse  
<https://www.gov.uk/guidance/domestic-violence-and-abuse>
  - Drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
  - Fabricated or induced illness <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
  - Faith based abuse  
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
  - Female Genital Mutilation (FGM) (home office advice)  
<https://www.gov.uk/government/collections/female-genital-mutilation>
  - Female genital mutilation (multi agency statutory guidance)  
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
  - Forced marriage  
<https://www.gov.uk/guidance/forced-marriage>
  - Gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
  - Gender-based violence/violence against women and girls (Home Office Strategy)  
<https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020>
  - Gender-based violence/violence against women and girls (Home office Information)  
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
  - Hate  
<https://educateagainsthate.com/>
- Homelessness  
<https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>
- Mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>



- Missing children and adults <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- Private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- Preventing radicalisation <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Protecting children from radicalisation <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Relationship abuse <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)  
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Sexting  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- Trafficking and modern slavery  
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>



**APPENDIX E**

**SAFEGUARDING REFERRAL FORM**

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

PERSON RECEIVING SAFEGUARDING REFERRAL:

\_\_\_\_\_

PERSON MAKING THE SAFEGUARDING REFERRAL:

\_\_\_\_\_

**DETAILS OF SAFEGUARDING CONCERN:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IMMEDIATE ACTION TAKEN:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FURTHER ACTION TO BE TAKEN:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sent to Regional Manager Manager**

**YES/ NO**

**Sent to Managing Director of Service**

**YES/NO**

**Signed: \_\_\_\_\_ (person recording)**

**Signed: \_\_\_\_\_ (person receiving)**



**APPENDIX F**

**SAFEGUARDING RECORD OF ADVICE FORM**

Advice from local Safeguarding Children Partnership / LADO / EDT/Children's Social Care

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Advice from Child/Young Person's Social Worker

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Actions to be taken

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APPENDIX G

**ACTION PLAN FOR INTERNAL INVESTIGATION OF SAFEGUARDING CONCERN**

|                                      |  |              |  |
|--------------------------------------|--|--------------|--|
| Childs Name:                         |  | Date:        |  |
| Concern:                             |  |              |  |
| Information Required:                |  |              |  |
| Statements Needed:                   |  | Target Date: |  |
| Interviews Needed:                   |  | Target Date: |  |
| Name of person/s needing interviews: |  |              |  |
| Additional Comments:                 |  |              |  |



**APPENDIX H**

**INVESTIGATION RECORD FORM**

|                                            |       |
|--------------------------------------------|-------|
| Childs Name:                               | Date: |
| Issues From Initial Safeguarding Concerns  |       |
| Method of Investigation                    |       |
| Persons Responsible                        |       |
| Outcomes of Investigation:                 |       |
| Issues for Action Plans/Learning Outcomes: |       |





**APPENDIX I**

Halton School  
31 Main Street Halton Village Runcorn  
01928589810

**Safeguarding Champions**

|                                      |                                                                  |                                                                        |
|--------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>KEYS DESIGNATED OFFICERS:</b>     | <b>JULIE HAMILTON<br/>NICOLA KELLY<br/>SARAH SOPA<br/>T Carr</b> | <b>07789 996850<br/>07918 765696<br/>07921 605740<br/>07976 865219</b> |
| <b>DESIGNATED SAFEGUARDING LEADS</b> | <b>Hayley Cunningham<br/>Michael Williams</b>                    | <b>07790604936<br/>01928589810</b>                                     |
| <b>MENTAL HEALTH FIRST AIDER</b>     | <b>Rosalind McDonnell</b>                                        | <b>01928589810</b>                                                     |

Responsibilities of Safeguarding Champions include -:

- Ensuring that Keys complies with the standards identified and agreed by the Local Safeguarding Children Partnership (LSCP) for managing allegations as outlined within the Working Together to Safeguard Children 2015/2018 and Keeping Children Safe in Education 2020. Ensuring that the LSCB procedures for managing allegations are reflected and implemented within the Keys policies and procedures
- Ensuring that all staff are aware of and implement the procedures in relation to all allegations against adults who work with or on behalf of children
- Ensuring that Keys has systems in place to review cases and identify and implement any changes therefore improving procedures and practice.
- Resolving any inter-agency issues which impede the implementation of LSCB procedures
- Ensuring that the key roles of Named Senior Officer and Senior Manager (employer) are reflected in Keys policy and procedure
- Ensuring that effective reporting and recording arrangements within Keys are in place



**APPENDIX J**

**SAFEGUARDING CHILDREN**

Halton School  
31 Main Street Halton Village Halton Runcorn  
01928589810

**ALLEGATIONS AGAINST STAFF**

Any allegation against a member of staff must be notified to the to the Local Safeguarding Children’s Partnership Designated Person i.e. LADO (LA Designated Officer). Name and contact details of the LADO in your area are given below:

The placing authority for the child /children concerned must also be notified – out of hours notify EDT

Follow Red Flag procedure for notifying senior managers within Keys

| NAME OF LADO and LA:    | TELEPHONE NUMBER: |
|-------------------------|-------------------|
| Simon Wood<br>Halton LA | 01515118475       |

**SAFEGUARDING CHILDREN**

Children Protection / Safeguarding Concerns – that are not allegations against staff

Any safeguarding/ Safeguarding concern must be notified immediately to the named contact in the local authority in which the school is situated (Halton LA). (out of hours use EDT)

The placing authority for the child /children concerned must also be notified – out of hours notify EDT

Follow Red Flag procedure for notifying senior managers within Keys

| NAME OF SAFEGUARDING CONTACT IN THE HOST AUTHORITY: | TELEPHONE NUMBER:                                               |
|-----------------------------------------------------|-----------------------------------------------------------------|
| Halton ICART                                        | Halton 01515116948<br>Runcorn 01515117773<br>Widnes 01515117774 |



## **APPENDIX K**

### **CONTEXTUAL SAFEGUARDING INFORMATION**

*Any known destinations, if children abscond-*

Grass verge- following Main street downhill, ongoing round the corner and the verge can be located first left

Halton Castle, a local tourist attraction is less than a miles walk and can be accessible via the back gardens of the house if pupils climb over.

Shopping city is less than a mile away and has a variety of both shops and eating outlets.

## **APPENDIX L:**

### **Specific LA Safeguarding Procedures Pertaining To Halton School**

Halton LA Safeguarding model policy is also considered along with Halton LA Level of Needs Framework. Available at: <https://hcypsp.haltonsafeguarding.co.uk/>