

SAFEGUARDING & CHILD PROTECTION POLICY

Seeking Excellence | Nurturing Relationships | Venturing Beyond

Reviewer	Status	Notes
JP / (Designated Safeguarding leader)	Approved ▾	Changes in relation to KCSIE 2023. Refined practice.
DDSL Reviews	Under review ▾	
RP	Approved ▾	
GP/DW (Governors)	Approved ▾	Questions and queries from SG Gov and other governors (ISI TI) 18/9/23

Previous Policy Reviewed by ISI: Material Change Inspection, March 2023 (since revised 18/9/23)
Next Review Date: August 2025

Table of Contents

Table of Contents	2
I.1 Introduction	6
I.2 Child Protection Statement	7
I.3 Policy Aims and Objectives	7
I.4 Dissemination of this Policy	8
I.5 Terminology	9
PART ONE: Safeguarding Information for all Staff	10
1.1 The Role of Cransley School Staff	10
1.2 What Staff Need to Know	10
1.3 Good Practice Guidelines	11
Complaints Procedure	11
1.4 What Staff Should Look Out For	12
1.5 Understanding and identifying abuse and neglect	12
Indicators of Abuse - What You Might See	12
Impact of Abuse	14
1.6 What Staff should do if they have Concerns about a Child	15
If you Suspect a Pupil is at Risk of Harm	15
If a Pupil Discloses to You	15
Notifying Parents	17
1.7 What Staff should do if a Child is in immediate danger or at risk of harm	17
Referral to Local Authority Children’s Social Care	17
Reporting Directly to Child Protection Agencies	17
Taking Action: Key Points to Remember:	18
1.8 Record Keeping	18
Confidentiality and Shared Information	18
1.9 What Staff should do if they have Concerns about another Member of Staff	20
Concerns about a Colleague	20
Staff who are the Subject of an Allegation	20
Support for those Involved in a Child Protection Issue	21
1.10 What Staff should do if they have concerns about Safeguarding Practices within the School	22
1.11 Types of Abuse and Neglect	23
Abuse	23
Physical Abuse	23
Emotional Abuse	23
Sexual Abuse	24
Neglect	24
Specific Safeguarding Issues	25

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	25
Child on child abuse	26
Anti-bullying	27
See Anti-Bullying Policy	28
Serious violence	28
Female Genital Mutilation	28
Mental Health	28
1.12 Children potentially at greater risk of harm	30
Children who need a social worker (Child in Need and Child Protection Plans)	30
Children requiring mental health support	30
Looked after children and previously looked after children	30
Children with Protected Characteristics, Special Educational Needs and Disabilities	31
1.13 Responding to a Report	32
PART TWO: Management of Safeguarding	34
The Responsibility of the Governing Body and Management Committees	34
2.1 Legislation and the Law	34
2.2 Safeguarding Policies	34
2.3 The Designated Safeguarding Lead	34
2.4 The Governing Body	36
2.5 The Headteacher	36
2.6 Staff Training	37
2.7 Online Safety	38
2.8 Opportunities to Teach Safeguarding, including online Safeguarding	38
2.9 Inspection	39
2.10 Extended School and Off-Site Arrangements	39
2.11 Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors	39
2.12 Allegations of Abuse made against other Children (Child on Child Abuse)	39
2.13 Looked after Children	40
2.14 Early Years Foundation Stage (EYFS)	40
PART THREE: Safer Recruitment	42
PART FOUR: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors	44
Concerns about a Colleague	44
Section one: Allegations that may meet the harms threshold	45
The initial response to an allegation	45
Supply teachers and all contracted staff	47
Governors	48
Suspension	48
Supporting those involved	49

Confidentiality and Information sharing	50
Allegation outcomes	51
Managing the situation and exit arrangements	51
Resignations and ‘settlement agreements’	51
Record keeping	52
Learning lessons	53
Non recent allegations	53
Section Two: Allegations against staff that do not meet the harms threshold	54
Annex A and B: Specific Issues of Child Protection and Further Information	55
Preventing Radicalisation	55
Bullying	56
Children with Sexually Harmful Behaviour	56
Sexual violence and sexual harassment between children in schools and colleges	56
Sexual violence	57
Sexual harassment	57
Upskirting	58
The response to a report of sexual violence or sexual harassment	58
Child Sexual Exploitation	58
Child against Child Abuse	58
Children with family members in prison	58
County lines	59
Modern Slavery and the National Referral Mechanism	59
‘Honour based’ Violence (HBV)	59
Forced Marriage	60
Female Genital Mutilation (FGM)	60
E-Safety/CyberCrime	60
Photography and Images	60
Child abduction and community safety incidents	61
Children Missing and Absent from Education	62
Annex C: Role of Designated Safeguarding Lead	65
Online Safety	66
Filters and Monitoring	66
Mobile technology	67
Staff Training	67
Information and Support	67
Appendix 1: Code of Ethical Practice for School Staff	68
Professional Practice	68
Communication with Pupils	68
Physical Contact with Pupils	68

Physical Restraint	69
Physical Education and Other Activities Requiring Physical Contact	69
Abuse of Trust	69
Transporting Pupils	69
Confidentiality	69
Use of ICT and Social Media	70
Whistleblowing	70
Appendix 2: Whistleblowing Code for Issues Relating to Children and Young People	71
Purpose of the Code	71
When to Use the Code	71
Reasons for Blowing the Whistle	71
Barriers to Whistleblowing	72
Confidentiality and Anonymity	72
Reporting Procedure	72
Process and Outcome	73
Appendix 3: Teaching 1:1 (Suggest One-to-one)	74
Appendix 4: Visiting Staff Child Protection Information	75
School Statement	75
Key Facts about Child Abuse	75
Appendix 5: Useful Numbers and Websites	76
WEBSITES	78
USEFUL DOCUMENTS	79
Appendix 6: Staff Annual Affirmation Form	80

I.1 Introduction

‘Nothing is more important than children’s welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.’

Working Together to Safeguard Children July 2018 (WTSC)

The safety and well-being of all pupils at Cransley School is our highest priority.

Our priority and policy as a School is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn and develop in safety. We firmly believe that children who feel safe make more successful learners and, therefore, Cransley School is committed to taking all reasonable measures to safeguard and promote the welfare of each pupil in our care. This policy recognises that both mental and physical health are relevant to safeguarding and the welfare of children.

This policy will involve the whole School community of Pupils, (including those in EYFS), Parents, Staff and Governors in its development and will be reviewed annually.

This Policy is available to Parents via the Cransley School website and will be made available upon request.

This policy is written with application of the following documents being the ‘floor’ statutory guidance, and not the ceiling to care and protection of our children.

- [Keeping Children Safe in Education 2023](#) (KCSIE) - *Statutory Guidance for Schools and Colleges*
 - o KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (February 2015)
 - o KCSIE also refers to the non-statutory advice for practitioners: [What to do if you’re worried a child is being abused](#) (March 2015)
- [Working Together to Safeguard Children](#) (WTSC) (July 2018) updated July 2022
 - o WTSC refers to the non-statutory advice: [Information Sharing](#) (March 2015)
- [Prevent Duty Guidance: for England and Wales](#) (Prevent) (March 2015) Prevent is supplemented by non-statutory advice and a briefing note:
 - o [The Prevent Duty: Departmental advice for Schools and Childminders](#) (June 2015)
- [The use of Social Media for on-line Radicalisation](#) (July 2015)
- Broader safeguarding duties such as making reports to the Disclosure and Barring Service (DBS) and pre-appointment checks on volunteers, Staff of contractors, and other individuals that are not School Staff or supply Staff are managed as part of Cransley School’s Safer Recruitment Policy.
- [The Education Act 2002](#)
- [Relationships, Sex and Health Education 2019](#)
- [Sexual Violence and Sexual Harrassment between children in schools and colleges](#) (Now Part 5 of [KCISE 2023](#))
- [COVID-19: safeguarding in schools, colleges and other providers](#)
- [Behaviour in Schools 2022](#)

I.2 Child Protection Statement

Cransley School is committed to ensuring all members of Staff understand our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will always work in the best interests of the child and endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Cransley School is also committed to establishing and maintaining an ethos where pupils feel secure and are encouraged to talk and to know their voices are heard. The School will encourage curriculum activities and opportunities for pupils to acquire skills and attitudes to manage and promote their own wellbeing and that of others.

The contents of this policy apply to all Staff and governors and take into account the procedures and practice of the local authority. In all matters relating to child protection the School will follow the procedures laid down by the **Cheshire West and Cheshire Local Safeguarding Partnership (LLSCP)**. Nonetheless, it is recognised that our pupils live in areas other than that covered by CWaC LSCP, and the procedures of the relevant LSCP will be followed when specifically applied to a child living within their jurisdiction.

This policy is applicable to the whole School community, including those pupils in the Early Years Foundation Stage (EYFS).

I.3 Policy Aims and Objectives

The welfare of the child is paramount and our main aim is to establish a safe environment where children can learn and develop.

Our approach is child-centred to ensure that at all times the best interests of the child are considered. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Safeguarding and promoting the welfare of children is everyone's responsibility. All Staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

The School has a firm commitment with regard to child protection to pupils, parents and other partners. Pupils and Staff involved in child protection issues will receive appropriate support.

All Staff will be provided with the necessary information to enable them to meet their child protection responsibilities.

The School will ensure consistent good practice by full compliance with the statutory requirements of the Safeguarding Framework, regular Staff training and stringent whole School Policies.

The School will ensure that all personal data processed in respect of safeguarding matters is done so in full compliance with EU Regulation 2016/679, generally known as the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA).

The School will also ensure procedures for identifying and reporting cases, or suspected cases of abuse or extremism / radicalisation through this policy.

I.4 Dissemination of this Policy

A copy of this Safeguarding policy is published on our website, and we hope that parents and guardians will always feel able to take up with the School any issues or worries they may have about the well-being and safety of their children and any other child at Cransley School.

All Staff, whether permanent, temporary or engaged on a volunteer basis, at induction, will be made aware of (through explanation and the provision of documents) the following:

- the School's Safeguarding Policy and Child protection procedures,
- Part 1 and Annex B of KCSIE,
- Prevent procedures and training
- the Staff Code of Conduct,
- Whistleblowing procedures,
- the Behaviour policy,
- Monitoring and Filtering procedures
- the Children Missing Education policy,
- the e-Safety Policy, acceptable use agreements and training, and
- the name and role of the School's Designated Safeguarding Person for Child Protection matters and the DSL deputy.

Staff will also be provided with online training opportunities in regard to child-on-child abuse.

All visitors to the School are provided with information of the School's Designated Person for Child Protection as part of the signing process at reception, via the Cransley School Information for Visitors booklet.

I.5 Terminology

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children have the best outcomes.¹

Child Protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all working for or on behalf of Cransley School, full time or part time, in either a paid or a voluntary capacity.

LSCP refers to the Local Safeguarding Children Partnership, and specifically The Cheshire West and Chester Safeguarding Partnership

Child refers to all young people under the age of 18.

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

¹

PART ONE: Safeguarding Information for all Staff

1.1 The Role of Cransley School Staff

All Staff have a responsibility to provide a safe environment in which children can learn. This is part of the Teachers' Standards 2012, Headteacher Standards 2020, and the Independent Schools Standards Regulations.

▶II Safeguarding Everyone Video

All Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance Staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in early help assessment.

Any member of Staff who has a concern about the welfare of a child should follow the referral processes set out in 1.5 'What Staff should do if they have concerns about a child'. Staff may be required to support social workers and other agencies following a referral. This would include the keeping of clear records, listening to the views of the child, sharing information quickly and challenging inaction.

The Designated Safeguarding Leads (DSL) for child protection for all years including EYFS can be found in Section 2.3.

1.2 What Staff Need to Know

All Staff must read the School's Safeguarding Policy, including the Code of Conduct found in the Employee Handbook and Appendix 1 of this document, understand the role of the Designated Safeguarding Lead (explained in part 2 of this policy) and also read and acknowledge by signature on the Annual Affirmation form (Appendix . These documents will be presented to Staff during induction and updates will be circulated as required.

All Staff will receive appropriate safeguarding and child protection training including online safety (Level 2 Safeguarding, both through in person presentations and online study modules). This will be annually updated. Staff will receive regular updates on safeguarding and child protection, including online safety, by the DSL during Staff meetings, briefing notes and by email to ensure that relevant skills and knowledge are disseminated effectively. This will continue to provide staff with relevant skills and knowledge to safeguard children effectively

All Staff will be aware of the process for making referrals to children's Social Care and for statutory assessments under the Children's Act of 1989. This will include knowing what to do if a child tells them they are being abused or neglected. Staff will know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with the relevant professionals.

The following staff must provide a formal declaration that they are not disqualified from working in Schools under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

- Staff and Teachers employed to provide care for children in reception classes,
- Staff and Teachers employed to provide supervision of children who have not attained the age of 8 at breakfast clubs, lunchtime supervision, after School care and similar,
- Staff who are directly concerned in the management of the above activities.

1.3 Good Practice Guidelines

Good practice includes:

- Treating all pupils with respect
- Setting a good example by behaving appropriately
- Involving pupils in discussions that affect them
- Encouraging positive and sensible behaviour among pupils
- Being a good listener
- Being alert to changes in pupils' behaviour
- Recognise that challenging behaviour might be an indicator of abuse
- Reading and understanding the School's child protection policy and guidance documents on wider safeguarding issues such as bullying and information sharing
- Asking the pupil's permission before doing anything to them of a physical nature, such as helping with dressing, administering first aid or physical support during PE
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised and derogatory language
- Ensure that Staff and pupils do not put themselves at risk or harm or open to allegations
- Being aware that personal and family circumstances and life styles of some pupils may lead to an increased risk of abuse

It is essential that children receive the right help at the right time to address risks and prevent issues from escalating. Serious Case Reviews have repeatedly shown the dangers of failing to take effective action, including failing to act on early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, sharing information too slowly and lack of challenge to those who appear not to be taking action.

Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out of a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior Staff, the Headteacher and governors.

Complaints from Staff are dealt with under the School's complaints and disciplinary and grievance procedures.

1.4 What Staff Should Look Out For

All Staff will be aware of the signs of any form of abuse and neglect and be able to identify cases of children who may be in need of help or protection. Types of abuses and neglect, and examples of safeguarding issues are described in Section 1.11 Types of Abuse. Staff are also encouraged to use the NSPCC website which provides useful information on what to look out for. Staff are encouraged to maintain an attitude of 'it could happen here' and to always act in the best interests of the child. If Staff are unsure they should speak to the Designated Safeguarding Lead to seek further advice.

1.5 Understanding and identifying abuse and neglect

Assessments of children should consider the wider environmental factors present in a child's life that may be considered a threat to their safety and/or welfare.

Indicators of Abuse - What You Might See

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected.

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

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 DSL.

Remember it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child is being abused.

A child who is being abused or neglected may:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

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 to decide how to proceed. It is very important that you report your concerns – you do not need absolute proof that the child is at risk.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and /or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated or may be being threatened. This could be due to many

factors such as disability or sexual orientation. This should not prevent staff from having a professional curiosity and speaking to the DSL should they have concerns.

Please see [1.11 Types of Abuse and Neglect](#) for further details and examples.

Impact of Abuse

The impact of child abuse cannot be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance abuse, unequal and destructive relationships and long term medical or psychiatric difficulties.

Children may be particularly vulnerable and may benefit from early help and Safeguarding Support. Please see the section below on 'Children at potentially Greater Risk'.

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to attitudes and assumptions made in society and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment and circumstances. Many factors can contribute to an increase in risk, including discrimination and prejudice, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection and treatment, regardless of an individual's race, ethnicity, religion, sexual orientation or social background, we will give special consideration to children who are:

- Disabled or have special educational needs
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Living in temporary accommodation
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Do not have English as a first language

Special consideration includes the provision of safeguarding information and resources in community languages and accessibility formats.

1.6 What Staff should do if they have Concerns about a Child

If Staff have any concerns about a child (as opposed to a child being in immediate danger – see 1.6 What Staff should do if a child is in danger or at risk of harm) they should have a conversation with the Designated Safeguarding Lead to decide a course of action. It should also be documented on CPOMs. This might include referral to specialist services or early help services and should be in accordance with the referral threshold set by the relevant LSCP. There may need to be an inter-agency assessment using local processes such as the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches.

However, all Staff can make a referral to local authority children’s social care. If a referral is made by another member of Staff, they should inform the DSL as soon as possible.

The local authority should make a decision within one working day of a referral being made and let the referrer know the outcome. Staff should follow this up if the information is not immediately forthcoming. If the situation does not appear to be improving the DSL or referrer should press for reconsideration to ensure the concerns have been addressed and that the child’s situation does improve. The contact details for children’s social care can be found on the CWaC website and in Appendix 5.

If early help is appropriate the DSL will support the member of Staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. This should be kept under constant review and a referral made to children’s social care if the child’s situation does not appear to be improving.

If you Suspect a Pupil is at Risk of Harm

There will be occasions when you suspect that a pupil may be at risk, but you have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they might write a story or a poem that reveals confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk.

The signs you have noticed may be due to a number of factors, a parent may have moved out, there may be illness in the family. It is fine to ask a student if they are ok or if you can help in any way. Use the concern sheets to record these early concerns. (See Appendix 5) If the pupil does begin to reveal that they are being harmed, you should follow the advice in the section ‘*If a pupil discloses to you*’.

If, following your conversation, you remain concerned; you should discuss your concerns with the DSL.

If a Pupil Discloses to You

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risk to their safety or wellbeing you will need to let the child know that you must pass the information on; you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you intervene immediately the pupil may think that

you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

If a pupil discusses an abuse issue which involves one or more pupils, against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm', any such abuse will be referred to local agencies, including the LSCP (Cheshire West,), other local area LSCPs or the Police. It may be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

Receive | Reassure | Respond | Report | Record | Remember | Review

During your conversation with the pupil:

Receive

- Listen carefully and be patient. Allow them to speak freely. Find somewhere quiet where they can talk even if it is not convenient for you, remembering the School guidelines about working alone with a child.
- Remain calm and do not over react; the pupil may stop talking if they think that they are upsetting you.

Reassure

- Give reassuring nods or words of comfort e.g. 'I am so sorry this has happened', 'You are doing the right thing in talking to me'

Respond

- Under no circumstances ask investigative questions, such as how many times has this happened? What does the pupil's mother think about it? Ask open questions such as When? Why? Where? How? Who?
- Do not be afraid of silences; remember how frightening this must be for the pupil
- At an appropriate time tell the pupil that in order to help them, you must pass the information on. Do not promise confidentiality as information must be passed on to help the pupil.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child that has been abused.
- Avoid admonishing the child for not disclosing earlier. They may see it as your belief that they have done something wrong.

Report

- Tell the pupil what will happen next. The pupil may agree to go with you to see the DSL. Otherwise, let them know that someone will come to see them before the end of the day.
- Report verbally to the DSL on the same day as the disclosure took place. Do not discuss this matter with anyone other than the DSL.
- If the child is in immediate danger, call 999.

Record

- Write up your conversation, in the child's words, as soon as possible on CPOMs, this will notify the DSL team. Take a moment to review your practice. Was there anything you could do better?
- Seek support if you feel distressed.

Notifying Parents

The School will normally seek to discuss any concerns about a pupil, including the risk of radicalisation, with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's I-Art or LSCP.

1.7 What Staff should do if a Child is in immediate danger or at risk of harm

If a child is in immediate danger or at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. This should be reported to the DSL as soon as possible. The contact details for Children's Social Care in Appendix 5 and on the CWaC website. The contact details are also in both the Junior and Senior staff rooms.

Referral to Local Authority Children's Social Care

Concerns will be discussed and then the DSL will make a referral to children's social care if it is believed that the pupil is suffering or at risk of suffering significant harm (Level 4). It is important for Staff to know that anyone can make a referral. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made unless to do so may increase the risk to the child. Referrals should be made within 24 hours.

The referral needs to be made by telephone to the Contact and Referral Team (I-ART) on 03001237047 or 01244 977277 (out of hours). This then needs to be followed up in writing by completing an online multi-agency referral form (MARF) which can be found on www.cheshirewestscp.co.uk

Emergency Duty team – 01244 977277

Reporting Directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with local authority children's social care, police or the NSPCC if the situation is an emergency and the DSL, their deputy and the Chair of Governors are all unavailable, and they are convinced that a direct report is the only way to ensure the child's safety.

In some cases a child may need support via an interagency referral using the processes laid down by the local LSCP (Common Assessment Framework CAF and Team Around the Family TAF.)

A member of staff does not require parental consent for referrals to statutory agencies.

These children may need additional support and care to develop their self-esteem

- Appropriate curriculum
- Positive, secure and supportive environment
- Liaison with other agencies e.g. CAMHS
- Transference of information

Taking Action: Key Points to Remember:

- Report your concern to the DSL, then call the police if necessary
- All referrals should be made within 24 hours of the cause for concern
- The School will contact LSCP straight away for advice
- Do not start your own investigation
- Share information on a need-to-know basis only; do not discuss the issue with colleagues, friends or family
- Document on CPOMs
- Seek support for yourself if you are distressed

1.8 Record Keeping

Staff should keep a record in writing of all concerns, discussions and decisions.

Confidentiality and Shared Information

All Staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and the Staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL or the Chair of Governors (depending on who is the subject of the concern), that person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know basis'.

Child protection information will be stored and handled in line with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 (DPA).

Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than is necessary
- Processed in accordance with the Data Subject's rights
- Secure

All written information will be stored securely and any electronic information will be password protected and only made available to relevant individuals, e.g. when requested such as social services, the police etc. When a child moves to another school safeguarding information will be transferred where possible by CPOMs.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept securely. Child protection information is kept separate from the pupil's School file and the School file will be 'tagged' to indicate that separate information is held.

Safeguarding files will be normally kept securely and then destroyed in accordance with the retention guide set out in the [School's Data Protection Policy](#). At the time of drafting this policy the Independent Inquiry into Child Sex Abuse has instructed that such files be retained indefinitely.

Child protection records are normally exempt from the disclosure provisions of the GDPR, which means that children and parents do not have an automatic right to see them. If any member of Staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Headteacher.

The GDPR does not prevent School Staff from sharing information with relevant agencies, where the information may help to protect a child.

1.9 What Staff should do if they have Concerns about another Member of Staff

Concerns about a Colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they may wonder whether a report could jeopardise their colleague's career. All Staff must remember that the welfare of the child is paramount.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher immediately. Any complaints will be managed by the DSL. See Part 4 below.

Any allegation must be reported at once to the Headteacher who will keep the DSL informed. The School's whistleblowing code (Appendix 2) enables Staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Headteacher: Richard Pollock

DSL: Mrs Jill Pargeter, 01606 891747, ext.218

In the absence of the Headteacher, the DSL should be informed or in the absence of both, one of the Deputy DSLs: Rob Morris, Jacque David, Tracey Totterdell and Karen Hutchinson.

Complaints about the Headteacher should be reported to the Chair of Governors, without the Headteacher or the DSL being informed.

- Chair of Governors, Professor Darren Walter, dwalter@cransleyschool.com or a confidential phone call can be made through the Clerk to the Board clerktotheboard@cransleyschool.com

Where a person has already been dismissed or removed (or would have been removed), the DSL will report the matter to the Disclosure Barring Service (DBS) and the TRA

Staff who are the Subject of an Allegation

Please see Part 4 below.

When an allegation is made against a member of Staff, set procedures must be followed. It is rare for a child to make an entirely false malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

If an allegation is made against anyone working with children in a School all unnecessary delays should be eradicated. The School must not undertake their own investigations of allegations without prior consultation with the local authority designated officer or team of officers (LADO(s)), or in the most serious cases, the police, so as not to jeopardise statutory investigations.

In borderline cases, discussions with the LADO(s) can be held informally and without naming the School or individual. The LADO should be informed immediately (with all unnecessary delays eradicated) of all allegations or that are made directly to the police. The discussions will be recorded in writing.

The School also acknowledges its responsibility where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferable risk, for example, where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, Staff may be suspended when it is deemed to be the best way to ensure that pupils are protected. The discussions will be recorded in writing.

Allegations against Staff should be reported to the DSL without delay, and the Headteacher informed, or to the Headteacher in the absence of the DSL.

Allegations against the Headteacher should be reported to the Chair of Governors.

The full procedures for dealing with allegations against Staff can be found in Part 4 of *KCSIE September 2023*. If an allegation is found to be true and a Staff member leaves the employment of the School, the DBS and the Department for Education will be informed. A referral to the TRA (Teaching Regulation Agency) will be considered, if relevant.

The School acknowledges the restrictions on the reporting or publishing of allegations against teachers, and so must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DFE/TRA publish information about an investigation or decision in a disciplinary case.

Support for those Involved in a Child Protection Issue

Child abuse can be devastating for the child and can also result in distress and anxiety for Staff who become involved. Cransley School will support pupils and their families and Staff by:

- Taking all suspicions and disclosures seriously
- The Headteacher (or in their absence the Deputy Headteacher) will keep all parties informed and be the central point of contact
- Responding sympathetically to any request from pupils or Staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies. Staff will not be able to promise to keep confidentiality and must discuss relevant issues with the DSL

- Storing records securely
- Offering details of help lines, counselling or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Cooperating fully with relevant statutory agencies.
- Ensuring appropriate information and training is available to Staff to keep children safe who are looked after by the local authority.

1.10 What Staff should do if they have concerns about Safeguarding Practices within the School

All Staff, including supply staff, should feel able to raise concerns about poor or unsafe practice and these will be taken seriously by the Senior Management Team.

Whistleblowing procedures are set out in Appendix 2. Further general advice is available through the NSPCC whistleblowing helpline if Staff do not feel able to raise their concerns in School. Staff can call: 0800 028 0285 or email help@nspcc.org.uk

See KCSIE 2023 Part four: Allegations of abuse made against teachers and other Staff

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

1.11 Types of Abuse and Neglect

All Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another. To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or rarely, by others (e.g. via the internet.) They may be abused by an adult or adults or another child or children.

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

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 the child that they are worthless or unloved, inadequate or valued only for meeting 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 the child's developmental capability, as well as over-protection 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.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of sexual images or watching sexual activities, or encouraging children to behave in a sexually inappropriate way, 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.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-givers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;

- Children who fail to receive basic health care ; and
- Parents who fail to seek medical treatment when their children are ill or are injured. 5

Specific Safeguarding Issues

Cransley will consider its context and the community it is in and take account of factors in determining the level and focus for training and responsiveness to factors such as female genital mutilation, radicalisation and mental health.

All Staff should have an awareness of safeguarding issues – some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All Staff should be aware safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting. Staff should be aware of particular SEN/D factors amongst individuals when considering matters regarding peer-to-peer abuse.

Useful information can be found on TES, MindEd and NSPCC websites. Specific guidance as required can be found on GOV.UK website on a range of issues including bullying and cyberbullying, children missing education, child sexual exploitation (CSE), domestic violence, upskirting drugs, fabricated or induced illness, faith abuse, Female Genital Mutilation, forced marriage (the legal age to marry is now 18 Years old) , Honour-based violence gangs and youth violence, gender based violence against women and girls (VAWG), mental health, preventing radicalisation, sexting, sexual violence and trafficking.

All staff in school should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime

The Counter Terrorism and Security Act 2015 places a duty on the education provider to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty). Staff need to be aware of vulnerable pupils (See Annex A Preventing Radicalisation). **Annex A of this policy contains extremely important additional information.**

All staff, including administrative and supply staff, should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing or absent from education and sexting (also known as youth produced sexual imagery) put children in danger.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status)

of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

More information including definitions and indicators are included in Annex A (KCSIE 2023).

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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 don't take part in education.

Child on child abuse

See KCSIE pp.144-145. Please also refer to Part 5 KCSIE and SVSH

All staff should be aware that children can abuse other children (often referred to as child on child abuse) - male and female.

We have a strict approach to any form of child on child abuse. Abuse is abuse, and should never be tolerated or passed off as 'banter' or 'Just having a laugh' or 'part of growing up'.

All staff must report *any* concerns to the DSL, whether occurring in school or outside of school. The DSL will keep the headteacher informed and if necessary liaise with the local iART team.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and /or videos (also known as sexting or youth-produced sexual imagery See [DFE:Sharing nudes and semi nudes](#); and

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals.

All staff are clear as to the School's policy and procedures with regards to child on child abuse, and the importance of all staff challenging abusive behaviours between children. Training is mandatory through the Educare/TES online training facility.

PSHEE lessons cover a range of necessary taught elements in the development of good relationships between peers and although it is through culture of listening that such issues can be addressed.

Pupils are encouraged to recognise and inform members of staff when they are concerned about an individual, and that their concerns will be treated seriously. Similarly, every effort is made to ensure the protection of any informing pupil.

Pupils can confidently report abuse to form tutors, pastoral staff or anonymously through disclosure using worry boxes or the Sharp system.

The School believes in an education first approach with perpetrators, but will uphold the application of robust sanctions if it deems fit in proportion to the poor conduct demonstrated.

Although the protection of victims is paramount, and the School has a strict approach to such areas of concern, the School still consider the use of judicial restorative practice between both children (victim, perpetrator and others), when appropriate and when the safety of pupils can be maintained, particularly amongst vulnerable groups or pupils with particular needs (such as social interaction and engagement difficulties). It may be necessary to consider a risk assessment for events which may take place after an allegation has been made, or even addressed. This will be carried out by the DSL.

Please see the [School Behaviour Policy and E Safety Policy](#) for further information.

Additional support will be provided through the Emotional literacy Support assistants (ELSAs) or external agencies.

Records of Child on Child abuse are kept on our management information system, and regularly analysed to determine trends in time, location, demographic of pupil and circumstance. Parents of both the victim and perpetrator will always be informed.

The School recognises that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. The recognises the importance of ensuring systems are in place in advance of any issue arising to encourage and ensure disclosure.

Anti-bullying

Further guidance - If a pupil is being bullied by one or more pupils, and there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' we must ensure that it is easy to report such bullying, including cyber-bullying and bullying outside School, to external agencies such as police/children's social care. Records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. Remember a bullying incident should be treated as a

child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

See Anti-Bullying Policy

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

See Annex A for further details.

Mental Health

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

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

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

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

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

Domestic Abuse

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant in relation to the impact on children of all forms of domestic abuse. These legislative changes have been brought about by the Domestic Abuse Act 2021

[Domestic Abuse Act 2021](#)

1.12 Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs.

Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this

information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children requiring mental health support

The School has an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

School has access to a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies, and through our Emotional Literacy Support Assistants (two of which are also a Deputy DSL). Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See Rise Above for links to all materials and lesson plans. The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the Link Programme.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governing Board will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The role of virtual school head to include a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker. Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Children with Protected Characteristics, Special Educational Needs and Disabilities

The Equality Act 2010 is significant to school safeguarding children and advise that schools

- must not unlawfully discriminate against pupils because of their protected characteristic
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment. It also looks at the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's protected characteristic without further exploration
- Children with protected characteristics SEN and disabilities can be disproportionately impacted by things like bullying, without any outward signs
- Communication barriers and difficulties
- School must ensure that Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at Cransley School)
- Ensuring that all Staff feel able to raise concerns about poor or unsafe practices and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- Ensuring that pupils' safety and welfare is addressed through the curriculum

1.13 Responding to a Report

Cransley School's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Effective Safeguarding Practice includes:

- Reassuring victims that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report

Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;

- Recognising a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Only recording the facts as the child presents them, in their words. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation;
- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child.
- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and informing the Designated Safeguarding Lead (or Deputy), as soon as practically possible, if the Designated Safeguarding Lead (or Deputy) is not involved in the initial report.

Responding to reports of Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

Please refer to KCSIE 2023 Part 5

PART TWO: Management of Safeguarding

The Responsibility of the Governing Body and Management Committees

2.1 Legislation and the Law

Section 175 of the Education Act 2002 requires that all governing bodies make arrangements for ensuring safeguarding and promoting the welfare of children under the age of 18 years of age. The Education Independent School Standards) Regulations 2014 apply the same duty to all Independent Schools. As such, Cransley School governors have made safeguarding arrangements a priority and have appointed a Designated Safeguarding Lead to take leadership responsibility.

2.2 Safeguarding Policies

The Governing body reviews the Safeguarding Policy and procedures annually to ensure it is effective and meets with compliance regulations, and updated whenever needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. This review is minuted in GB meeting records.

The policy is available on the School website.

On induction all Staff are provided with a copy of the Safeguarding Policy, along with Part One of KCSIE and information regarding the role of the DSL. The Headteacher will ensure that the policy and procedures are followed by all Staff.

2.3 The Designated Safeguarding Lead

The designated safeguarding lead for the Senior and Junior Schools, including the EYFS child protection, is **Mrs Jill Pargeter** (Assistant Headteacher, Pupil Wellbeing Lead) - jpargeter@cransleyschool.org.uk, ext 218):

The Deputy DSLs are

- **Mr Richard Pollock** Headteacher - rpollock@cransleyschool.org.uk,
- **Mrs Karen Hutchinson** - khutchinson@cransleyschool.org.uk
- **Mrs Jaquie David** - j david@cransleyschool.org.uk
- **Mr Rob Morris** - rmorris@cransleyschool.org.uk
- **Ms Tracey Totterdell** - totterdell@cransleyschool.org.uk

Posters are also posted around the school and in classrooms so all staff and pupils know who the DSL and DDSLs are.

The DSL job description is described in detail in Annex B. The DSL and deputies will work with the local authority and other children's social care agencies in line with Working together to Safeguard Children.

The DSL or Deputy will always be available (during School hours) for Staff to discuss safeguarding concerns. Both the DSL and deputy are appropriately trained to the same level (with CWAC, including inter-agency working protocols) and this will be updated every two years.

In the events of absence due to illness or self isolation, a DSL will always be available for contact.

In addition to this training their knowledge and skills will be regularly updated via e-bulletins and information disseminated by various child protection agencies.

The DSL will take on the following responsibilities:

- Act as a source of support and expertise to the School community, particularly through a thorough understanding of LSCP procedures.
- Keep written records of all concerns on CPOMs, ensuring such records are stored securely and flagged, but kept separate from the pupil's general file. See Section 1.7.
- Refer cases of suspected abuse to local authority children's social care or the police as appropriate, including supporting Staff making referrals to the Channel programme
- Liaise with Staff on matters of safeguarding when deciding whether to make a referral by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention through locally agreed common assessment processes
- Notify local authority children's social care if a child with a child protection plan is absent
- Ensure that when a pupil with a child protection plan leaves Cransley School, their information is passed to their new School in a secure manner and within 5 school days and in accordance with GDPR and that the pupil's social worker is informed
- Attend and/or contributes to child protection conferences
- Work alongside the AHT Data and Systems Manager to ensure Safeguarding and E-Safety Policies, procedures and measures are fully integrated.
- Attend and complete high level training on the Prevent strategy
- Coordinate the School contribution to child protection plans
- Develop effective links with relevant statutory and voluntary agencies
- Ensure that all Staff sign to say that they have read, and understand, the Child Protection policy
- Ensure that the Child Protection policy is updated annually
- Keep a record of Staff attendance at child protection training
- Make the Safeguarding / Child Protection policy available to parents via the School Website.
- Refer cases where a crime may have been committed to the Police as required and refer cases where a person is dismissed or left due to risk/harm to a child to the DBS.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all Staff, in any measures the School or college may put in place to protect them.

The Deputy Designated Safeguarding Lead is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the designated person, the Deputy will assume all the functions of the above.

2.4 The Governing Body

The nominated Safeguarding / Child Protection Governors are

- **Mrs Gail Pearson** (Contact details - gpearson@cransleyschool.com)
- **Professor Darren Walter** (Contact details - dwalter@cransleyschool.com)

The Board Governors will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The Governing Body will ensure that the School has:

- A DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training in line with the statutory guidance Working together to Safeguard Children. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- A Safeguarding / Child protection policy and procedures that are consistent with the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCP, reviewed annually and made available to parents on request. Minutes will be kept of meetings to review and update the safeguarding policies and procedures. If there has been a substantiated allegation made against a member of Staff, the School will work with the LADO to determine whether any improvements are to be made in the School's procedures and practice.
- An understanding of the importance of information sharing between professionals and local agencies. The GDPR is not a barrier to sharing information where the failure to do so may result in a child being placed at risk of harm. This is especially important to identify and prevent child sexual exploitation.
- If there is an incident of new legislation or guidance, or any deficiencies or weaknesses in child protection arrangements are found, the policy will be reviewed without delay.

2.5 The Headteacher

- Ensures that the Safeguarding / child protection policy and procedures are implemented and followed by all Staff.
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively including the assessment of pupils and attendance at strategy discussions, training and other necessary meetings.

2.6 Staff Training

New Staff and Governors Induction

The Governing Body will ensure that all Staff members and Governors undergo safeguarding and child protection training at induction, led by the DSLs. This includes an introduction and presentation on the following:

- The School Safeguarding Policy, including information about the identity and role of the DSLs;
- The staff code of conduct policy, including whistleblowing procedures and the acceptable use of technologies (e-safety) policy;
- The School's filtering and monitoring procedures
- The Children Missing from Education Policy;
- E-Safety Policy
- the Behaviour for Learning Expectations (Senior and Junior)
- Part One and Annex B of KCSIE 2023 (and all of KCSIE for leaders/governors and those who work directly with children)

The training will be annually updated, led by the DSLs and will be in line with advice from the LSCP. This will include Prevent awareness training.

Whole School Staff training

Child protection and safeguarding is the responsibility of all staff who work at Cransley. This includes management, teaching staff, teaching assistants, pastoral staff, administrative staff, support staff, drivers and catering staff. All staff and governors will receive face to face Level 2 Safeguarding and Child Protection training every 3 years

All Staff must read KCSIE Part One and Annex B (September 2023) and any updates along with the Staff Code of Conduct; including the Whistleblowing procedures (See Appendices 1 and 2).

The identity of the DSLs will be made known to all Staff.

All Staff will undertake the TES Develop Online Children Protection Annual Refresher training, which includes online/e-safety modules. Arrangements will be made to ensure that all temporary Staff and volunteers are made aware of the School's arrangements for Child Protection.

These requirements will be acknowledged by signature by the individual member of staff, or completion of an annual affirmation form.

Staff will also receive regular safeguarding and child protection updates via email and Staff meetings. This will occur at least annually to ensure that they are provided with relevant skills and knowledge to safeguard children effectively. This expertise will be used to provide Staff with the opportunity to contribute and shape safeguarding arrangements and Child Protection policy.

We also ensure that LSCP (CWAC-specific) procedures are communicated to staff.

All staff also have training and updates on child on child abuse, sexual violence and sexual harassment.

Within the EYFS Setting, Staff will be made aware of forms of inappropriate behaviour, such as excessive one-to-one attention beyond requirements of their usual role, inappropriate sexual comments and inappropriate sharing of images by methods including cameras, mobile phones and the Social Network. Staff who teach 1 :1 can refer to Appendix 3.

Visiting Staff, new members of Staff (who have not yet had their training) and volunteers will be given the School's Visiting Staff Leaflet (Appendix 4)

2.7 Online Safety

The Governing Body will ensure that children are safeguarded from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place. This should not lead to 'over blocking' which leads to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. . The DSL is responsible for understanding the filtering and monitoring systems and will work with our support services NSOptimum to receive regular weekly reports listing all issues. The Governors and all staff are aware that we have an appropriate firewall controlled by NSOptimum (Cransley School IT Support Services) and Web content filtering is controlled by Netsweeper software. This is regularly monitored by the E-Safety Officer, DSL and the IT Lead teacher by testing the system and recording the findings in the Netsweeper on a half termly basis. . Devices from both pupils and staff are regularly checked at random using testfiltering.com and findings are reported to the governors, through the Safeguarding governor, to the Welfare, Risk and Compliance Sub-committee to the full Board..

When chromebooks are in use in the classroom all staff are required to use SENSO to monitor the pupils' work and online behaviour during their lessons.

Pupils are not allowed under any circumstances to use mobile phones in school. All phones are handed in at the start of the day and returned at the end of the school day. Please refer to the e safety policy and behaviour policy.

2.8 Opportunities to Teach Safeguarding, including online Safeguarding

Cransley is committed to maintaining an environment where all children feel secure and listened to. The School will ensure children are taught about safeguarding, including online safety, through teaching and learning opportunities as part of a broad and balanced curriculum.

Safeguarding issues are covered via assemblies, tutor time, the PSHEE programme, Prefect training and the curriculum. This will include e-safety where the 4 C's of content, contact, conduct and commerce are discussed, building resilience to the risks of radicalisation and the use of social media to bully, groom and abuse. Pupils are trained to be buddies and mentors in Year 11.

Children are made aware that there are adults they can approach if they are worried, and who the DSLs are within the school..

The latest resources promoted by the DfE on the use of social media for on-line radicalisation can be found at www.saferinternet.org.uk, www.thinkuknow.co.uk and [Wakeupwednesday](#)

2.9 Inspection

Cransley School will ensure that it complies with all regulations from the Independent Schools Inspectorate through ISI Full and Focussed compliance inspections, regular ISA-led 'healthchecks' and training, and the regular application of ISI shared checklists and ISI Inspection Commentary, training and guidance.

2.10 Extended School and Off-Site Arrangements

Where extended School activities are provided and managed by Cransley School, our own child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child-protection arrangements are in place. These activity providers must also be aware of the school's child protection policy and sign up to it. If any allegations are made towards any of the staff responsible for these activities, school will follow their own procedures and report to LADO as appropriate.

Please also see <https://www.gov.uk/government/collections/keeping-children-safe-in-out-of-school-settings>

See also Annex F: Statutory guidance – Supervision of activity with children which is regulated activity when unsupervised and Annex G: DBS checks.

2.11 Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Please see Part 4 of this Policy.

The Governing Body will ensure that procedures are in place to handle allegations against teachers, the headteacher, volunteers and other Staff. Such allegations will be referred to the designated officer at the local authority. (LADO) A referral will be made to the DBS and the TRA (The Teacher Regulation Agency) to consider prohibition from teaching, if a person has been dismissed or removed due to safeguarding concerns, or may have been had they not resigned.

The Governing Body of Cransley School has nominated The Chair of Governors to be the Governor responsible for dealing with and managing allegations against the Headteacher.

2.12 Allegations of Abuse made against other Children (Child on Child Abuse)

The school recognises and trains staff on:

- the different forms child on child abuse can take: sexual violence, sexual harassment, physical abuse, sexting (youth-produced sexual imagery), initiation/hazing type violence and rituals;
- an outline of procedures to minimise the risk of child on child abuse;
- how allegations of child on child abuse will be recorded and dealt with;
- a clear statement that abuse is abuse and should never be tolerated or passed as mere 'banter' or 'having a laugh';
- particularly in co-educational schools, recognition of the gendered nature of child on child abuse but be clear that all child-on-child abuse is unacceptable and will be taken seriously;
- clear processes for how victims, perpetrators and any other child affected will be supported.

The Governing Body will ensure that child protection includes procedures to minimise the risk of child on child abuse, paying particular attention to gender issues such as girls being sexually touched / assaulted by boys or boys being subject to initiation violence or upskirting. This form of abuse will never be tolerated or passed off as 'part of growing up'. The procedures for dealing with sexting will be in accordance with the guidance from Child Exploitation Online Protection Centre (CEOP) and the UKCCIS Guidance: Sexting in Schools and Colleges, responding to incidents and safeguarding young people.

2.13 Looked after Children

The Governing Body will ensure that Staff have the skills and understanding necessary to keep looked after children safe should there be any such children on roll. In particular, Staff will have the information they need in relation to a child's looked after legal status and contact arrangements with those with parental responsibility, along with up to date assessment information from the local authority and the most recent care plan. The DSL should have details of the child's social worker and the name of the virtual School head in the authority who looks after the child.

Private Fostering - there is a mandatory duty to inform the local authority of children under age of 16 (18 if disabled) who are provided with care and accommodation by someone they are not related to in that person's home. If an arrangement is made for a pupil to stay with a host family as part of a trip, these arrangements could be seen as private fostering and should be referred through the DBS checklist.

2.14 Early Years Foundation Stage (EYFS)

This policy applies to all pupils in the school including those in the EYFS.

Mobile phones and cameras are not to be used in the EY settings unless owned and managed by the school for academic and marketing purposes, whereby internal protocols apply. Parents and families should not use phones under any circumstances, unless given express permission by the Headteacher;

The School recognises the need to inform Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises - as soon as practicable and within 14 days at latest.

PART THREE: Safer Recruitment

The broader safeguarding duties such as making reports to the Disclosure and Barring Service (DBS) and pre-appointment checks on volunteers, Staff of contractors, and other individuals that are not School Staff or supply Staff which must be completed according to the requirements set out in KCSIE are dealt with in the Cransley School Recruitment Policy 2021.

Cransley School follows the guidance in *KCSIE September 2022 Part three: Safer recruitment* together with the School's individual procedures.

Safer recruiting means that all applicants:

- Complete an application form
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Over the age of 16 years, those who come into contact with children are checked through the Disclosure and Barring Service as appropriate to their role. For management posts candidates, the DBS will include the prohibition from management check.
- Be interviewed by Staff trained in the safer recruitment process. (Both DSL and DDSL have completed this training in the last two years)
- Online and Social Media Checks
 - As part of the shortlisting process, the School will carry out an online search (including social media) as part of their due diligence on the shortlisted candidates. Candidates will be advised of this prior to the search being conducted. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.
 - The School will begin with Starting with a basic Google/other search engine search, then the main social media and video platforms such as Facebook, Twitter, Instagram, LinkedIn, TikTok, YouTube.
 - The online review to be carried out by the Data and Systems Manager when not directly involved in the recruitment process and they will feed into the process only information that impacts on safeguarding or reputation. The reviewer will look over a reasonable period of time, depending on position (e.g. five years for a headteacher, three years for a teacher) and any concerns raised during the initial stages of the review.
- All new members of Staff will undergo an induction that includes familiarisation with the School's child protection policy, identification of their child protection training needs and must read Part 1 of KCSIE. All Staff, whether permanent, temporary or engaged on a volunteer basis, at induction, will be made aware of (through explanation and the provision of documents) the following:

- the School's Safeguarding Policy and Child protection procedures,
 - Part 1 and Annex B of KCSIE,
 - Prevent procedures and training
 - the Staff Code of Conduct,
 - Whistleblowing procedures,
 - The school's filtering and monitoring procedures
 - the Behaviour policy,
 - the Children Missing Education policy,
 - the e-safety policy, acceptable use agreements and training, and
 - the name and role of the School's Designated Safeguarding Person for Child Protection matters and the DSL deputies.
- Staff will also be provided with online training opportunities in regard to child on child abuse.
 - All Staff to sign an annual affirmation form (see Appendix 6)

Disclosure and Barring Service checks on serving staff are considered every three years, inline with concerns, low level conversations and other information received.

Cransley School adheres to the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 in regard to the employment of staff to provide care for children in reception classes and supervision of children who have not attained the age of 8 outside of normal education activities. See Section 1.2.

PART FOUR: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

This part of the guidance has two sections covering the two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.

Concerns about a Colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they may wonder whether a report could jeopardise their colleague’s career. All Staff must remember that the welfare of the child is paramount.

Any allegation must be reported at once to the Headteacher who will keep the DSL informed if a child is at risk of harm. The School’s whistleblowing code (Appendix 2) enables Staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Headteacher: Mr Richard Pollock, 01606 891747, ext.202

In the absence of the Headteacher, the DSL, Mrs Jill Pargeter, in the first instance, or the deputy DSLs (currently Mr R Morris, Mrs J David, Mrs K Hutchinson and Ms T Totterdell) should be informed.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher immediately. Any complaints will be managed by the Headteacher.

Complaints about the Headteacher should be reported to the Chair of Governors, without the Headteacher being informed.

Chair of Governors, Professor Darren Walter, dwalter@cransleyschool.com,

If there is a conflict of interest in reporting to the Chair of Governors, then the LADO should be informed directly.

Section one: Allegations that may meet the harms threshold

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children at Cransley School.

This guidance should be followed where it is alleged that anyone working at Cransley, including supply teachers, volunteers and contractors has:

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

The last bullet point above includes behaviour that may have happened outside of School, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

It is important that policies and procedures make clear to whom allegations should be reported and that this should be done without delay. A “case manager” will lead any investigation. This will be either the headteacher, or, where the Headteacher is the subject of an allegation, the Chair of Governors, Dr Darren Walter.

The initial response to an allegation

Where the school or college identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact the local authority children's social care and as appropriate the police immediately as per the processes explained in Part one of this guidance.

There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this policy.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, schools and colleges should:

- apply common sense and judgement;
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

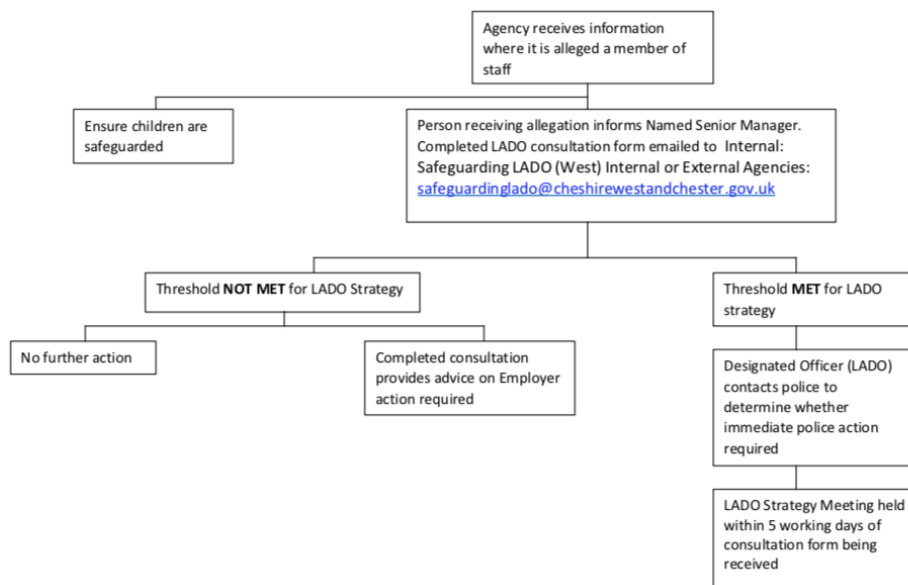
The local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made can be found [HERE](#)

LADO FLOW CHART

[Cheshire West and Chester Allegations Procedures](#) should be followed

Agency receives information where it is alleged a member of staff has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against, or related to, a child
- Behaved towards a child or children in a way that indicates he or she would post a risk of harm



Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- is there any CCTV footage?

When to inform the individual of the allegation is should be considered carefully on a case by case basis, with guidance as required from the LADO, and if appropriate local authority children’s social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children’s social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children.

If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where the case manager is concerned about the welfare of other children in the community or the member of staff’s family, they should discuss these concerns with the designated safeguarding lead

and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to the local authority children's social care.

Where it is clear that an investigation by the police or local authority children's social care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should discuss the next steps with the case manager.

No further action

Where the initial discussion leads to no further action, the case manager and the LADO should:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.
- should consider the facts and determine whether any lessons can be learned and if improvements can be made

Further enquiries

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior manager in the School. This can be the Headteacher, Operations Manager, or Deputy Headteacher, or an appointed Governor.

Where there is a lack of appropriate resources within the school, or the nature or complexity of the allegation requires it, the allegation will require an independent investigator. In this case, the Governing Board will call upon Mrs Judy Nain, Headteacher of Bridgewater School, Manchester to conduct the investigation.

The case manager should monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Wherever possible, the first review should take place no later than four weeks after the initial assessment. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the review meeting if the investigation continues.

The LADO will provide advice and guidance to School when considering allegations against adults working with children. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the School, or a combination of these.

Supply teachers and all contracted staff

Cransley makes use of agency supply teachers.

In some circumstances School will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply because agencies will have their own policies and procedures; for example, supply teachers or contracted staff provided by an employment agency or business.

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The Governing Board should discuss with the supply agency or agencies where the supply teacher is working across a number of schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or children's social care. The school or college will usually take the lead because agencies do not have direct access to children or other school or college staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are taken into account by the school or college during the investigation.

When using a supply agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Governors

If an allegation is made against a governor, the Chair of Governors should follow their own procedures. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

Suspension

Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager must consider carefully whether the circumstances warrant suspension from contact with children, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. If in doubt, the case manager should seek views from their personnel adviser and the LADO, as well as the police and children's social care where they have been involved.

Where the School is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at a school or sixth form college, they should take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual must not carry out teaching work. School will continue to honour pay arrangements whilst the person is suspended or where there is an interim prohibition order in place, unless the Board and Headteacher deem it unfair or improper.

Based on advice from the school or college's HR provider and/or a risk analysis drawn up with the LADO, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school so the individual does not have unsupervised access to children; or,
- moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes account of their views. It should be made clear that this is not a punishment and parents have been consulted.

The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious, or false.

If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Local Authority children's social care or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or a volunteer, although the case manager should give appropriate weight to their views. The power to suspend is vested in the Governing Board who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the children's social care, and/or an investigation by the police, the LADO should canvass police and children's social care for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

Supporting those involved

Duty of care

The welfare of a child is paramount (how children should be protected and supported is set out throughout this guidance) and this will be the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. It is important that an employer offers appropriate welfare support at such a time and recognises the sensitivity of the situation. Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Employers have a duty of care to their employees. At Cransley, we will:

- manage and minimise the stress caused by the allegation;
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- advise the individual to contact their trade union representative, or a colleague for support;
- appoint a named representative to keep the person informed about progress of the case;
- provide access to counselling or medical advice where appropriate.
- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

Parents or carers of the child or children involved should be:

- formally told about the allegation as soon as possible. The case manager should consult the LADO and where involved children's social care and/or the police on what information can be disclosed;
- kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member; and
- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002 (see paragraphs 372-380).

Confidentiality and Information sharing

In an allegations management meeting or during the initial assessment of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible the school should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer's disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delaying the conclusion of their investigation or any court case.

Children's social care should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

The school and college must make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 amended the Education Act 2002, to introduce reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

Please refer to Paragraphs 376-380 KCSIE 2022 for further details.

Allegation outcomes

The definitions that should be used when schools and colleges determine the outcome of an allegation are set out below:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Ultimately the options open to the school or college depend on the nature and circumstances of the allegations and the evidence and information available. This will range from taking no further action, to dismissal or a decision not to use the person's services in future. Suspension should not be the default position, an individual should be suspended only if there is no reasonable alternative (see paragraphs above on suspension).

If the allegation is substantiated and:

- the person is dismissed; resigns, or otherwise ceases to provide his or her services; or
- the employer ceases to use the person's services.

The employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

In the case of a member of teaching staff at a school or sixth form college, the case manager must consider whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching

There is a legal requirement for employers to make a referral to the DBS where they consider an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child (paragraph 142 KCSIE for further information)

Managing the situation and exit arrangements

Resignations and 'settlement agreements'

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, should not be used, where there are allegations that indicate the person is a risk or poses a risk of harm to children or deemed not suitable to work with children. Such an agreement will not prevent a thorough police and/or school investigation where that is appropriate.

School should not cease their investigations if the person leaves, resigns or ceases to provide their services. It is important that every effort is made to reach a conclusion in all cases of allegations

bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate.

Wherever possible, the accused should be given full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated or otherwise on the basis of all the information available, should continue even if the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record an outcome wherever possible. The person concerned should be notified of the conclusion of the allegations and sanctions that might be posed.

Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome should be made clear when providing references to prospective employers. This is particularly important where the person moves into another position involving working with children.

It is not appropriate to reach a settlement/compromise agreement if the person subject to the allegation resigns or their services cease to be used. However, in limited circumstances Cransley School sometimes uses settlement agreements to end the employment relationship on agreed terms, but not where there is an allegation that the individual poses a risk to children.

Where a settlement/compromise agreement is used, School should not let it prevent the employer from:

- fulfilling their legal duty to refer cases to the DBS where the referral criteria are met – see paragraph 329 KCSIE. Non-compliance of this duty is a criminal offence; or
- providing a reference to potential employers when requested; or
- considering whether to make a referral to the Teaching Regulations Agency where the criteria are met.

Record keeping

Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the [IICSA website](#)). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention. This can be found on the ICO website.

Learning lessons

Throughout the process in handling allegations and at the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases the case manager should consider the facts and determine whether any improvements can be made.

Non recent allegations

Where an adult makes an allegation to a school or college that they were abused as a child, the individual should be advised to report the allegation to the police. Non-recent allegations made by a child should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

Section Two: Allegations against staff that do not meet the harms threshold

Introduction

At Cransley School, we aim to create an open and transparent culture where all concerns about all adults involved with our school are dealt with promptly and appropriately. We aim to identify any concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of our school are clear about professional boundaries and act within these boundaries, and in accordance with our school ethos.

The low level concerns policy can be found within our [Employee Handbook](#), which contains other policies to be referred to alongside this document.

Summary

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff, volunteer, contractor or who, on reflection, recognises that their actions could have been viewed as a risk should inform the Headteacher about their concern using a Low-Level Record of Concern Form. If the Headteacher cannot be contacted, the Chair of Governors should be contacted instead.

Reports of low-level concerns should be recorded in writing, with details of the concern, the context in which it arose and action taken.

The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.

Records of low-level concerns should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the school should decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The school must consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

The rationale for all decisions and actions taken must be recorded.

Annex A and B: Specific Issues of Child Protection and Further Information

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). Young people can be exposed to extremist influences or prejudice views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. Whilst it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our School is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and Staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevention can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, online safety and extreme political views.

Our School is committed to :

- Establishing a single point of contact in terms of safeguarding
- Assess risk of pupils being drawn into terrorism
- Develop an action plan to reduce the risk
- Train Staff to recognise radicalisation and extremism
- Refer vulnerable people to Channel
- Prohibit extremist speakers and events
- Manage access to extremist material – ICT filters
- Be confident about British Values

Cransley School recognises that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

Pupils at risk of radicalisation should be referred through the Channel. The phone numbers for the Cheshire West and Chester Prevent officers can be found in Appendix (6) and on the CWaC website. The police non-emergency number (101) can also be used. The DfE dedicated telephone helpline and mailbox for non-emergency advice for Staff and governors is 02073407264 and counter-extremism@education.gsi.gov.uk. Staff should undertake the EduCare Radicalisation awareness training available via the EduCare website.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents have access to a copy of the anti-bullying procedures on joining the School and the subject of bullying is addressed at regular intervals in the PHSEE curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the DSL will consider implementing child protection procedures.

Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However there will be occasions when a pupil's behaviour warrants a response under child-protection rather than anti-bullying procedures. In particular, research suggests that up to 30% of child sexual abuse is committed by someone under 18.

The management of children and young people with sexually harmful behaviour is complex and the School will work with other relevant agencies to maintain the safety of the whole School community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and gender. 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 LGBTQIA+ 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.

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 2003/22 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: they 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation; coercion and threats; and

- upskirting.

Upskirting

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

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

Children who appear to have unexplained gifts or new possessions; have older boyfriends or girlfriends; suffer sexually transmitted diseases or become pregnant; suffer changes in emotional well-being; misuses drugs and alcohol; go missing for periods of time or regularly come home late and who regularly miss school or education or do not take part in education.

Child against Child Abuse

Abuse by one or more pupils against another pupil when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’ will be reported to local agencies. This might include sexting, ‘banter’, sexual assaults between young people, gender based issues. All children involved in pupil on pupil abuse, whether perpetrator or victim may be treated as ‘at risk’.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO, provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

‘Honour based’ Violence (HBV)

So called ‘honour based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. All cases of HBV are abuse and should be handled and escalated as such.

Forced Marriage

The legal age for marriage is now 18 years old. Forcing a person into a marriage is a crime. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The Forced Marriage Unit should be contacted for advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Female Genital Mutilation (FGM)

Female Genital Mutilation comprises of all procedures involving partial or total removal of external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting consequences. FGM is illegal under the FGM Act 2003. There is a mandatory duty to report to the police 'known' cases of FGM in under 18s.

If a member of Staff, in the course of their work, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and involve children's social care as appropriate.

E-Safety/CyberCrime

Most of our pupils will use mobile phones and computers at some time, if not very regularly. They are a source of fun, entertainment, education and communication. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The School's [anti-bullying policy](#) explains how we try to keep pupils safe in School. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in School. The School system prevents access to inappropriate websites, filters email and general use of inappropriate language etc. Anti-virus systems protect the computer and the server. See Filtering and Monitoring section.

See [E-Safety Policy](#).

Photography and Images

The vast majority of people who take or view photographs or videos of children - either by using cameras or by using mobile phones - do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

Further, images constitute personal data as defined by the GDPR and are subject to the systems set out in the School's Data Protection Policy.

To protect pupils, we will:

- Seek explicit written consent for photographs to be taken or published (for example, on the website, in newspapers or magazines). EYFS photographs are taken as evidence of achievement for their assessment profile, using School devices only, with a security code. (See Appendix J of the Data Protection Policy).
- Seek parental consent
- Ensure that pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them
- The EYFS Department will be a mobile phone free area. Staff mobiles will be stored in a locker in the Staff room. Signs to this effect will be displayed in the Department.

Child abduction and community safety incidents

Children's safety is paramount, every attempt is made to ensure the security of children by taking class registers and attendance in lessons. If a child has to leave early they should sign out at the School office and sign in at the School office if they are late.

If a child goes missing

- Remain calm
- Ask other pupils if they know their whereabouts
- Check the class register
- Gather any further information
- Check with the School office and in the toilets

If the child is not found

- Inform a member of SMT (Senior Management Team)
- Use available Staff to search the buildings and grounds
- After 60 minutes the Police should be informed and then the parents

If a child goes missing on a trip, the group leader should inform the venue security and organise a search, then the critical incident management plan should be implemented.

Follow Up:

Staff should write up an incident report, including date, time, adult responsible at the time, when the child was last seen and what has occurred since the child went missing.

The Police should handle all aspects of the investigation if they are involved.

The Staff should receive support while feeling vulnerable and should not discuss the incident with the press.

Children Missing and Absent from Education

Children who go missing from education, especially on repeated occasions should be reported to the relevant local education authority after being absent for 10 School days as this may be a potential indicator of abuse or neglect and as such children are at risk of being victims of harm, exploitation or radicalisation. The School will keep an accurate and up to date attendance register and will address poor attendance. Registers will keep an accurate record of the parents' name and address.

Our Attendance and Punctuality policy sets out the school procedures to help children who are struggling to attend school regularly and are therefore classed as absent from education. Regular contact is kept with the parents and strategies put in place to help to get the child back into education. Our ELSA and Pastoral team will help families in this situation. All staff must be aware and be curious about a child's absence. Any concerns must be raised with the DSL.

If the School is notified that a pupil is registered at another School or will be attending a different School, we will record the name of the new School and the date on which the pupil will start attending that School. The School will notify the local authority within 5 days when a pupil's name is added to the register. The School must notify the local authority when a pupil's name is to be deleted from the register and complete the relevant form.

Cheshire West guidance for Independent Schools

[Children Missing Education Guidance and Procedures 1st September 2022](#)

[CME & Pupil Tracking Notification \(Independent\) Sept 2022](#)

See KCSIE Annex A September 2023 for further information.

All safeguarding information will be shared with the receiving School, and LSCP informed accordingly.

Likewise, if we are receiving pupils, we will always request any relevant pastoral and safeguarding information from the previous setting alongside an academic reference and school reports.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will

issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

Operation Encompass

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

Operation Encompass does not replace statutory safeguarding procedures.

Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

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

Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse](#) Signs Symptoms Effects

[What about my children?](#) Refuge What is domestic violence?/effects of domestic violence on children

[Safelives: Domestic abuse and Young People](#)

[Domestic abuse: specialist sources of support](#) Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse) 130

[Operation Encompass: Home](#) (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. 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.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#).

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

Annex C: Role of Designated Safeguarding Lead

The school has named Mrs Jill Pargeter from the leadership team as the designated safeguarding lead (DSL) to take responsibility for safeguarding and child protection matters. The DSL's responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of policies and procedures in practice.

The Headteacher Mr Richard Pollock is the person to whom reports should be made in the absence of the designated person in order that there is the required cover for the role at all times.

On-line safety in school also comes under the responsibility of the DSL and the Data and Systems AHT.

The required training content for the DSL is set out in Annex B of KCSIE September 2023 and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children. The DSL will have an understanding of the LSCP's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology, and is able to provide advice and support to other members of Staff on protecting children from radicalisation.

The school ensures that the DSL has sufficient time, funding, supervision and support to fulfil his or her child welfare and safeguarding responsibilities effectively. As a matter of good practice, all professionals working with children should have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This should include the personal and professional duty to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

When a child moves school, in addition to handing over any child protection file securely, KCSIE 2022 encourages DSLs to share information within five school days with the new school to enable the new school to have support in place when a child arrives and to ensure that key staff, such as the SENCO, are aware of any needs.

Online Safety

Please see the School E-Safety Policy for further details.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a School or college to protect and educate the whole School or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate whether in school or out of school misuse occurred.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm
- commerce: being subject to unethical marketing and commercial pressure to purchase or subscribe

Filters and Monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the School or colleges IT system. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the Schools IT system and the proportionality of costs versus risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The DSL is responsible to fully understand the monitoring and filtering systems in place and receive regular weekly reports from NSO and netsweeper regarding any issues/concerns. This agreement will be reviewed annually by the SLT and governors. Regular half termly tests are conducted on a number of different devices through testingfilter.com and reported to Governors, every half term during the Safeguarding review meeting held with the Safeguarding Governors and documented on the Safeguarding review. SENSO is also used in classrooms where chromebooks are in use. All staff are also made aware of these procedures.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

- UK Safer Internet Centre: appropriate filtering and monitoring

Guidance on e-security is available from the National Education Network-NEN. Buying advice for Schools is available here-buying for Schools.

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole School

approach to online safety. This will include a clear policy on the use of mobile technology in the School. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the School and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Mobile technology

Pupils are required to submit their phones locked and turned off to the central store on arrival in school; the phones are then placed under supervision in the main school office. Under exceptional circumstances pupils may need to gain high resolution photographs of their work and this would be carried out under close supervision of the subject teacher.

Pupils are permitted to use their phones for safeguarding and entertainment reasons on the school minibus and on long journeys. The risk of mobile technology and the restrictions applied are outlined in the Acceptable Use Policy contained within the appendix of the School E-safety Policy.

The use of phones for photographic purposes is prohibited for all children and adults in the Junior Department (including EYFS). Staff can use mobile phones to make personal calls during allocated break times or with the permission of the SMT, and ideally in the staffroom.

Visitors are instructed not to use mobile phones at any time when in the Junior School premises, unless supervised by a member of staff.

Staff Training

Governors and proprietors should 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, that online safety training for Staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and Support

There is a wealth of information available to support Schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Appendix 1: Code of Ethical Practice for School Staff

All School Staff are valued members of the School community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils. This section works alongside our [Employee handbook](#).

Professional Practice

All Staff should place the safety and welfare of pupils above all other considerations and adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies. They should be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm.

Each pupil should be treated as an individual and adjustments made to meet individual needs. Staff should demonstrate a clear understanding of and commitment to non-discriminatory practice and encourage all pupils to reach their full potential.

All Staff should refrain from any action that might bring the School into disrepute. Staff should value themselves and seek appropriate support for any issue that might have an adverse effect on their professional practice and take responsibility for their own continuing professional development. All members of the School community, including pupils, parents, colleagues and governors should be treated with consideration and respect.

Communication with Pupils

Staff should not give their mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the School's telephones and email using the School system. The group leader on all trips and visits involving an overnight stay should take a School mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The School mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' phone numbers at the end of the trip or visit and should ensure that pupils delete any Staff numbers that they may have acquired during the trip.

Physical Contact with Pupils

There are occasions when it is entirely appropriate and proper for Staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly contact can be misconstrued by pupils and onlookers. If a member of Staff believes that an action could be

misinterpreted, the incident and circumstances must be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed in the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on themselves or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of Staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL / Headteacher who will decide what to do next. Parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical Education and Other Activities Requiring Physical Contact

Where exercises or procedures need to be demonstrated, caution should be used if the demonstration involves contact with pupils. It is acknowledged that some Staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupils so they can perform a task safely, to demonstrate the use of a particular piece of equipment / instrument or assist them with an exercise. This should be done with the pupil's agreement.

Abuse of Trust

All Staff recognise the power imbalances between pupils and Staff, and different levels of seniority of Staff and ensure that power and authority are never misused. All School Staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Staff should refrain from sharing inappropriate personal information and saying anything that can be misconstrued as provocative, suggestive or discriminatory. In addition, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the School Staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Transporting Pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles. If there are circumstances in which unaccompanied transportation of pupils is unavoidable, the journey should be made known to a senior member of Staff.

Confidentiality

Staff should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also

take whatever steps they can to protect the informing pupil or adult of any retaliation or unnecessary that might be feared after disclosure has been made.

Use of ICT and Social Media

All Staff should follow the ICT code of conduct for appropriate use of social media.

Whistleblowing

All members of Staff are under an obligation to report the actions of any other member of Staff or a volunteer that might have caused harm to a child. See Whistleblowing procedures in *Appendix 2*

Appendix 2: Whistleblowing Code for Issues Relating to Children and Young People

Purpose of the Code

Cransley School has a culture of safety and of raising concerns. The School adheres to policies that enable Staff to raise concerns relating to:

- Crime
- Illegality
- Health and Safety
- Environment or property damage
- Unauthorised use of Cransley School funds
- Concealing or attempting to cover up any of the above
- This code provides additional information to help Staff to understand the role of whistleblowing in the context of poor practices and unacceptable conduct and attitudes towards children.

When to Use the Code

The whistleblowing procedures and this code may be used by anyone employed by the School in a paid or voluntary capacity who believes they have reason to suspect that the conduct of a colleague towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- Bullying or humiliation
- Contravening Health and Safety guidelines
- Serious breaches of the School's code of ethical practice
- Professional practice that falls short of normally accepted standards
- Compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention

Reasons for Blowing the Whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of Staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the School, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the pupils and the reputation of the whole School.

Barriers to Whistleblowing

You may worry that you have insufficient evidence to raise a concern; that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern may be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures address these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union or a solicitor can provide you with information about your legal position.

Confidentiality and Anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However absolute anonymity cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The School would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The School will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through Staff disciplinary procedures. However, no action will be taken against any member of Staff who raises a genuine concern that proves to be unfounded.

Reporting Procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of Staff to continue unchecked if your own child or another young family member was involved.
- You may raise your concern verbally or in writing. You should report your concern directly to the Headteacher.
- If the Headteacher is the subject of your concern, you should speak to the Chair of Governors, Dr Darren Walters, initially raising your concern using the email address dwalters@cransleyschool.com.

- A friend, a colleague or Union Representative may accompany you to the meeting if you wish.
- Ensure the Headteacher or Chair of Governors informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend upon the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure that you have your wishes regarding the protection of your identity recorded.

Process and Outcome

- The Headteacher or the Chair of Governors will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the School community, including governors, may be asked to provide information or advice.
- External advice, for example from legal or children's services, may be sought.
- A written record of the conduct, established facts and outcome of the enquiry will be kept in a secure manner and retained for a specified period before secure destruction in accordance with the School's Data Protection Policy.
- The whistleblower will be kept informed of the progress of the inquiry
- The outcome of the enquiry will be one of the following:
 - a. No poor practice or wrong doing is established and the case is closed.
 - b. The concern has some substance and the subject of the concern will receive advice and support from the Headteacher to improve practice.
 - c. Poor practice or wrongdoing is established and disciplinary proceedings are initiated.
 - d. The concern is more serious and an investigation is initiated.

If, at any stage of the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Appendix 3: Teaching 1:1 (Suggest One-to-one)

Teaching one to one may leave you vulnerable to accusations.

If you feel uncomfortable with a particular pupil, arrange to teach them in a room where the lesson can be observed.

Never make an arrangement to meet a pupil on their own in addition to their lesson unless another member of Staff knows or you have the Parents' permission.

Do not exchange personal emails or texts with pupils.

Avoid being over familiar, as this can be misinterpreted by a young person.

If a pupil discloses information - refer to the Safeguarding Policy and inform the child that you will need to pass on what has been said.

Appendix 4: Visiting Staff Child Protection Information

School Statement

Cransley School recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Whilst working in our School we expect you to take care of our pupils and follow our procedures.

We will share an appropriate and judicious amount of information with visitors, temporary staff and contractors to ensure a pupil's wellbeing is maintained, without breaching confidentiality or data protection guidance.

Key Facts about Child Abuse

Abuse and neglect can happen to any child, of any gender, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury

If you are concerned for a child's health, welfare or safety in any way, you must speak to the Designated Safeguarding Lead or a senior member of Staff before you leave the School site.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests that they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass on the information to the DSL.

If you become concerned about a pupil's immediate safety, notify the nearest member of Staff and tell them why you are concerned.

You should complete a written report and hand it to the DSL or a senior member of Staff before you leave the School site. Ask a senior member of Staff if you would like help to complete the report. If you have any questions or would like to see the child protection policy, please contact the DSL.

Please note: A completed report is likely to contain personal data of a sensitive nature. It should therefore be retained in a secure manner and in accordance with the School's Data Protection Policy.

Appendix 5: Useful Numbers and Websites

SAFEGUARDING CONTACT DETAILS

CWAC

Concerns - regarding a child contact i-Art on 03001237047 (8.30-4.30 Mon-Fri) or
01244 977277 (Out of Hours)

LADO - No number now contact on website via a referral form and LADO will return call

All referral forms on website:

Website- www.cheshirewestscp.co.uk

Cheshire East

Concerns - regarding a child contact Checs (Cheshire East Consultation Services) on 03001235012
option 3 or
03001235022 (out of hours)

All referral forms on website

Website: www.cescp.org.uk

Warrington

Concerns - regarding a child contact Warrington MASH on
01925 443322 (opt 1 or say MASH)
01925 444400 (out of hours)

All referral forms on website

Website: www.warringtonsafeguardingpartnerships.org.uk

Trafford

Concerns- regarding a child contact Trafford First response on
0161 912 5125
0161 912 2020 (out of hours)

All referral forms are online:

<https://www.traffordsafeguardingpartnership.org.uk/safeguarding-children-and-young-people/Safeguarding-children-and-young-people.aspx>

Wigan

Concerns - regarding a child contact Children's Duty Team on
01942 828300 (24 hours)

All referral forms are online:

www.wiganlscb.com

Halton

Concerns- regarding a child contact i-CART on

01519078305

03450500148 (Out of Hours)

www.hcypsp.haltonsafeguarding.co.uk

These numbers are also displayed in each Staff room and held by the DSL

DOMESTIC ABUSE FAMILY SAFETY UNIT: 01606 351375

POLICE REFERRAL UNIT: 01244 614205

POLICE EMERGENCY 0845 458 0000

CHILDLINE: 0800 1111

NATIONAL DOMESTIC VIOLENCE HELPLINE: 0808 800 5000

NSPCC: 0808 800 5000

EATING DISORDERS YOUTHLINE: 0845 6347650

WEBSITES

E safety advice/issues:	m.aspen@cheshirewestandchester.gov.uk
Racist or hate sites:	www.adl.org
Bullying:	www.bullying.org
Spoof sites:	www.quick.org.uk
Stay safe online:	www.chatdanger.com / www.kidsmart.org.uk
	www.thinkyouknow.co.uk
	www.saferinternet.org.uk
	Wakeupwednesday
Safeguarding:	www.ncpcc.org.uk
Support for parents/teachers	https://www.tooledupeducation.com/

USEFUL DOCUMENTS

Department of Education

Children and Young People Missing in Education	April 2015
What to do if you're worried a child is being abused	March 2015
Information Sharing	March 2015
Counselling in Schools - a blueprint	March 2015
Mental Health and behaviour in Schools	March 2015

Guidance is offered at

www.gov.uk/government/publications

Drugs


Domestic Violence

Faith Abuse

Forced marriage

Radicalisation

Appendix 6: Staff Annual Affirmation Form

 Annual Affirmation Form