



Wincham Community Primary School

Safeguarding Policy

Our School Mission Statement

Learning together for the future in a safe,
happy and supportive community.

Author: Headteacher Wincham Community Primary School
School's Safeguarding Policy Framework for Children and Young People

Safeguarding Children in Education

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Safeguarding Children and Young People in Education

Policy and Procedures

Wincham Community Primary School

We have a statutory duty to safeguard and promote the welfare of children as described in section 175 of the Education Act 2002 and that we have due regard to the guidance 'Safeguarding Children and Safer Recruitment in Education DfES 2007' as the safety and protection of children is of paramount importance to everyone in this school.

"Education Staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage"

Working Together to Safeguard Children 2015

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Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's and learners' health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with his/her child protection plan;
- Establishing a safe environment in which children can learn and develop.

1.1 School Commitment

The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with families and other agencies. This policy reflects the policies of Cheshire West Safeguarding Children Board <http://www.cheshirewestlscb.org.uk/>

and is in line with “Working Together to Safeguard Children” (2015)

<http://www.workingtogetheronline.co.uk/>

The school will also contribute through the curriculum by developing children’s understanding, awareness and promoting their resilience by providing a safe environment within schools.

To create this safe environment the school has certain statutory duties and responsibilities set out within:

The Education Act, 2002, HM Guidance;

Keeping Children Safe in Education 2015;

Working Together to Safeguard Children, 2015

The Statutory Framework for the Early Years Foundation Stage

These duties are listed below:

1.2 Duties

To provide a safe environment the Governing Body, Head Teacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Person and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Person and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;
- Ensure children know that if they are worried they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of Cheshire West Safeguarding Children’s Board
- Include opportunities in the Personal, Social and Health Education (PSHE) & Sex and Relationship Education (SRE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children’s welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;

- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers

HM Government Guidance Keeping Children Safe in Education, 2015, Part 4: Allegations of abuse made against teachers and other staff (also set out within the Local Interagency Procedures)

- Put in place and promote robust anti-bullying, including cyber bullying, strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual exploitation, radicalisation and extremism, and violence/knife crime in the community.

2 Responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements;
- Involving parents and providing advice/guidance regarding safeguarding;
- Maintaining a child focus and listening to children;
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated Safeguarding and Deputy persons for Safeguarding are in school.
- Providing PSHE/SRE including raising awareness with children in what are and are not acceptable behaviours.
- PSHE/SRE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:
 - The availability of advice and support in their local area and online;
 - Recognising and managing risks in different situations, including on the internet;
 - Judging what kind of physical contact is acceptable and unacceptable;
 - Recognising when pressure from others, including people they know, threatens their personal safety and well-being
 - Developing effective ways of resisting pressure; Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;

Our school's arrangements for consulting with and listening to pupils are school council, assemblies and appropriate lessons.

We make pupils aware of these arrangements by discussing in class and assemblies.

2.1 The roles and responsibilities of the Designated Safeguarding Person and the Deputy Designated Safeguarding Person

An appropriate member of the school's leadership team has been assigned to the role of Designated Safeguarding Person. They have received appropriate training and are supported in their role:

Designated Safeguarding Person: Matt Boot
Supervised by Alison Dunabin & Fiona Davis

Deputy Designate has been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Person in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role:

Deputy Designated Safeguarding Person: Fiona Davis
Supervised by Matt Boot & Alison Dunabin

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Safeguarding Person will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.

The Designated Safeguarding Person and the Deputy Designated Safeguarding Person are responsible for the following:

2.1.1 Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- The Designated Safeguarding Person is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Head Teacher who will inform the Local Authority Designated Officer, CWAC DUTY LADO contact number 01513374570. Link: <http://cheshirewestlscb.org.uk/policy-and-practice/allegations-management-lado/>
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Head Teacher/Principal (where the Designated Safeguarding Person role is not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations. The Designated Safeguarding Person will ensure there is always cover for this role on the school site in the event of their absence;

- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and actively supports multi agency planning for those children;
- Following any information raising concern, the Designated Safeguarding Person will consider:
 - any urgent medical needs of the child
 - the immediate safety and wellbeing of the child
 - discussing the matter with other agencies currently known to be involved with the child and family
 - the child's wishes and feelings
- Then decide:
 - wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - whether to make a child protection referral to Contact and Referral Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other services e.g. ESAT.
- All information and actions taken, including the reasons for any decisions made, will be fully documented.

2.1.2 Action following a child protection referral

The Designated Safeguarding Person or other appropriate member of staff will:

- make regular contact with the allocated social worker or team manager in the event of absence
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- endeavour to share all reports with parents prior to meetings
- where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process <http://cheshirewestlscb.org.uk/policy-and-practice/escalation-and-resolution-policy/>
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the Contact and Referral Team.

2.1.2 Raising Awareness

Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually;

- Ensuring that, in order to avoid conflict and mistrust, parents are aware that referrals may be made and of the role of the School;
- Ensuring that when children leave the school, their Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school;
- Making sure that the Child Protection File is transferred separately from the main pupil file within 15 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Person at the new school or delivered directly by hand and a signature received, unless the child is leaving year 11 to go to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Service at Cheshire West and Chester Council so that the child's name can be included on the database for missing pupils and appropriate action taken to ascertain the safety of the child;
- Cascading safeguarding advice and guidance issued by Cheshire West Safeguarding Children's Board.

2.1.3 Training

The Designated Safeguarding Person and the Deputy Designate needs to attend the multi-agency 2-day Level 3 course in Safeguarding. This training then needs to be updated by attending a one day refresher course, every 3 years, unless the Designated or Deputy Designated Safeguarding Person feels they require a repeat of the full 2-day course.

This will enable more time to attend additional courses in areas such as CSE, Neglect and Domestic Abuse.

The Level 3 training will enable the Designated or Deputy Designated Safeguarding Person to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral by using the Continuum of Need thresholds;
- Have a working knowledge of how to support the Team Around the Family, how Cheshire West LSCB operates, how a child protection case conference is conducted, and be able to attend and contribute effectively to all planning meetings when required to do so;
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- The Designated and Deputy Designated Safeguarding Persons will ensure all staff receive appropriate Safeguarding training.

All staff will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement to enable them to understand and fulfil their safeguarding responsibilities effectively (The minimum requirement is for training to happen every 3 years. At Wincham Primary School it is considered to be best practice for Basic Awareness training to take place for all staff annually):

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive:

- a copy of a safeguarding summary document prior to starting work

- induction training to ensure that staff
- have an overview of the organisation
- understand its purpose, values, services and structure
- are able to recognise/identify signs of abuse which may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (eg phone numbers, email, social networking) or images.
- know that they must report any concerns immediately they arise and to whom
- understand confidentiality issues.

Roles and Responsibilities of the Head Teacher

The Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Persons and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the Team Around the Family, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- They personally, along with other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (LADO) if appropriate

4 Roles and Responsibilities of the Governing Body

The Governing body is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all governors will undertake the Basic Awareness Safeguarding training with their school.

Allegations of abuse made against the Head Teacher are reported to the Chair of Governors, and referred to the Local Authority Designated Officer (LADO).

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Head Teacher and any subsequent staff disciplinary hearings.
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Head Teacher/Designated Safeguarding Person, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor should be supported by the Chair of Governors;
- The Head Teacher, and all staff who work with children, will undertake a full and endorsed Basic Awareness Safeguarding training every three years and have access to a refresher session every year.
- The Designated and Deputy Designated Safeguarding Persons attend at least a minimum of Level 3 multi-agency course every three years
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

5 Identifying Concerns

“Early identification and provision of help is in the child's best interest and results –services which deliver and support families are vital in promoting children's wellbeing.”

“All who come into contact with families have a part to play in identifying these children whose needs are not being adequately met.”

The Munro Review of Child Protection Part 1 : A systems analysis Professor Eileen Munro.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

5.1 Definitions:

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health;

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical. Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve the hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

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

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

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or
- 'making fun' of what they say or how they communicate

- age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber- bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Neglect is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing or shelter including exclusion from home or abandonment,
- protect a child from physical and emotional harm or danger,
- ensure adequate supervision including the use of inadequate care-takers
- ensure access to appropriate medical care or treatment.

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

Working Together to Safeguard Children, 2015/ <http://www.workingtogetheronline.co.uk/>

5.2 Disclosure

All members of staff, volunteers and governors must know how to respond to a pupil who discloses abuse, and they must be familiar with procedures to be followed.

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “

Lord Laming 2009

It takes a lot of courage for a child to disclose that they are being abused. They may feel disloyal, 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 risks to their safety or wellbeing you will need to let them 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 jump in 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.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Respect the child’s personal space. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next.
- Report verbally to the Designated Safeguarding Person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.
- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children’s social care immediately. Anybody can make a referral.

5.3 Safeguarding Pupils Who Are Vulnerable to Extremism

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

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and

exploitation. Wincham Community Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

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

The school governors, the Head Teacher/Principal and the Designated Safeguarding Person will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Person. The SPOC for Wincham Community Primary School is Matt Boot. The responsibilities of the SPOC are described in Appendix 5.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Person if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

5.4 Safeguarding Pupils Who Are Vulnerable To Exploitation, Forced Marriage, Honour Based Violence, Female Genital Mutilation or Trafficking

Our safeguarding policy through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,

Our school works with and engages our families and communities to talk about such issues,

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Person and Deputy know where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do.

Further information about these issues are in the Appendices to the policy

6 Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil.

Where there is a Child Protection concern it will be passed immediately to the Designated Safeguarding Person who will consider the most appropriate response, consulting with relevant partners if appropriate.

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child.

The Head Teacher or Designated or Deputy Designated Safeguarding Person will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

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

7 Records and Monitoring

Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998 to ensure that information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, 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 Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Any concerns about a child will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

Hard copies of records or reports relating to Safeguarding concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Schools may hold some electronic records, for example, a record of concern log or the multi agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Person. The school maintains a Vulnerable Risk Register. This is a list of children where there are concerns for a range of reasons, using 'local knowledge'. These concerns may be shared with parents, or may be monitored in case actions need to be escalated. The use of the Vulnerable Risk Register allows the Safeguarding Committee to track children in order to provide early intervention where necessary.

The school will keep written records of concerns about children, even where there is no need to action the matter immediately. These records will be kept within the separate, confidential file.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect or civil actions.

Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child. Support and advice will be sought from Children's Social Care or the Local Authority Designated Officer, whenever necessary and recorded.

If the child moves to another setting the Safeguarding file should be sent, by registered post immediately to the Designated Safeguarding Person at the new setting, making sure that the Safeguarding file is transferred separately from the main pupil file. There must be liaison between the two Designated Safeguarding Persons in order to ensure a smooth and safe transition for the child.

Where the new school is not known, the Educational Welfare Service at Cheshire West and Chester should be informed so that the child can be included on the data base for missing pupils and action taken to ascertain the safety and wellbeing of the child and that the child is receiving their right to education.

8 Supporting children

"The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes

them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”
Working Together to Safeguard Children 2015

Some children may have an increased risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- children in the care of the Local Authority
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity disorder
- involved directly or indirectly in child sexual exploitation 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 accessible formats.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- Implementation of the school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil, such as Children’s Social Care, Behaviour Improvement Team and Education Psychology Service;
- Raising awareness to the school community of Operation Encompass and the school’s involvement with Cheshire Police.
- Ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child’s social worker is informed.

Early Intervention and Prevention within Safeguarding

All school staff need to be aware of their responsibility to raise any concerns they have about a child as early as possible in order to prevent the situation worsening. This may present as a change in a child's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. Where this concern does not identify a safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the Team around the Family (TAF) guidance to fulfil their duties at level 2 and 3 on the Continuum of Need. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to the Early Support Access team should be made.

Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability. Many young carers may experience:

- Social isolation;
- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered using the Team around the Family process.

10 Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2015. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List, Disclosure and Barring checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- An enhanced DBS Check is obtained for all new appointments where an individual will 'intensively and frequently' have contact with our pupils, which will include a barred list/prohibition from teaching check for all new teaching staff.
- This school is committed to keep an up to date single central record detailing a range of checks carried out on our staff all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

11 Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

We will ensure all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the school.

12 Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children.

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then consult with the Local Authority Designated Officer.

Allegations against the Head Teacher are reported to the Chair and referred to the Local Authority Designated Officer (LADO). Email: alison.dunabin@winchamcp.cheshire.sch.uk

13 Conduct of Staff

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

"Sounding the Alarm" – Barnardos)

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff will have access to Keeping Children Safe in Education 2015 on appointment/induction.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

All staff should be aware of the dangers inherent in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;
- Giving to, and receiving gifts from, children and parents;
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- Disclosing personal details inappropriately;
- Meeting pupils outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Cheshire West Local Safeguarding Board procedures, this will be viewed as misconduct, and appropriate action will be taken.

13.1 Allegations

Where an allegation is made against any person working in or on behalf of the school that he or she 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

We will apply the same principles as in the rest of this document and will always follow the Cheshire West Safeguarding Children Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the headteacher's office in a locked cabinet.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be with foundation. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'Head teacher'
- The Head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The head teacher will consult with the Local Authority Designated Officer (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Contact and Referral and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The head teacher will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individuals employment, advice will be sought from HR (see contact sheet)

14 Supporting staff

It is important not to underestimate the difficulty for both staff and managers in confronting what appear to be poor professional standards or unacceptable conduct by a colleague in an environment, which of necessity is dependent on close working relationships. It must also be recognised that it is very rare for a teacher to commit offences in the manner of Teacher A. However some of the allegations were of such a serious nature, particularly those from children themselves that they constituted matters that should have been investigated under the child protection procedures.

North Somerset SCR – The Sexual Abuse of Children in a First School February 2012

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Designated Safeguarding Person or Head Teacher and to seek further support, if necessary.

The Designated and Deputy Designated Safeguarding Person and the Head teacher can seek personal support through SCiE Team 0151 356 6843.

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings <http://www.childrenengland.org.uk/upload/Guidance%20.pdf> This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

15 Photographing Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We acknowledge, however, that some people abuse children through taking, using or circulating images.

Staff and Volunteers

Parental consent will be sought in writing at the start of school life at Wincham Primary School and permissions noted.

Staff and volunteers must only use school equipment unless given specific authorisation by the Head Teacher.

The use of cameras on mobile phones is forbidden.

Only the pupil's first name will be used with an image.

It will be ensured that pupils are appropriately dressed before images are taken.

Pupils are encouraged to tell us if they are worried or unsure about any photographs that are taken of them.

The Guidance for Safer working Practices for Adults who work with Children and Young People provides detailed guidance on the taking of photographs and storage of images.

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people, including staff, to photograph or film pupils during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot, however, be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

16 Before and After School Activities and Contracted Services

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

17 Complaints and Compliments

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 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 e.g. the Headteacher and Governors. An explanation of the complaints procedure is on the school website.

Complaints from staff are dealt with under the school's Complaints, Disciplinary and Grievance procedures.

Links to other School policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school. Please access the website to view other appropriate policies. Alternatively, please contact the school office if further clarification is required on admin@winchamcp.cheshire.sch.uk

Appendix 1

Safeguarding Children – Key Points

All adults in charge of or in contact with children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located on the website. On request you will be provided with a printed copy.

In addition, the following key points give a guide on what to do and not to do.

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.

Make a note of what was said or observed as soon as possible and pass to the Designated Senior Person, Matt Boot, or in his absence, Fiona Davis, at your earliest opportunity.

Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.

Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"

Immediately tell the Designated Senior Person for safeguarding unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you or you have concerns about the Head Teacher, you should report your concerns to the Chair of Governors, Alison Dunabin, who can be contacted on the following email address: alison.dunabin@winchamcp.cheshire.sch.uk

Discuss with the Designated Senior Person for safeguarding whether any steps need to be taken to protect the person who has told you about the abuse.

Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. The Local Authority Designated Officer (LADO) or Children's Social Care Officers and police officers are the people trained to do this. You could cause more damage and endanger possible criminal proceedings. It is your duty to refer concerns on, not investigate.

As soon as possible (and certainly the same day) the Designated Senior Person for safeguarding or the Chair of Governors where the allegation is against the Head Teacher, should refer the matter to The Local Authority Designated Officer (LADO) or the Contact and Referral Team (helped by your notes). Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job.

Never think abuse is impossible in your organisation or assume that an accusation against someone you know well and trust is bound to be wrong.

Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.

Appendix 2 - Essential contacts

	Contact Details
Designated Senior Person	Matt Boot 01606 288060
Headteacher	Matt Boot 01606 288060
Nominated Governor for Safeguarding	Alison Dunabin c/o 01606 288060 Alison.dunabin@winchamcp.cheshire.sch.uk
Chair of Governors	Alison Dunabin c/o 01606 288060 Alison.dunabin@winchamcp.cheshire.sch.uk
Deputy Designated Person	Fiona Davis 01606 288060
Local Authority Designated Officer	0151 337 4570

<p>Local Authority Safeguarding</p> <p>Children in Education Officer</p>	<p>01513560656</p>
<p>Local Authority Legal Services</p> <p>Helpline</p>	<p>01244 972620</p>
<p>Local Authority Human Resources</p>	<p>01244 972508</p>
<p>Children's Social Care Contact and Referral Team</p> <p>8.30-5pm Mon-Thurs</p> <p>8.30-4.30 Fri</p>	<p>http://www.cheshirewestandchester.gov.uk/residents/health_and_social_care/children_and_young_people/report_a_concern_about_a_child.aspx</p>  <p>01606 275099</p>
<p>Emergency Duty Team (Out of hours)</p> <p>4.30pm-8am Mon-Thurs</p> <p>From 4pm Friday</p> <p>24hours weekends and bank holidays</p>	<p>01244 977 277</p>

TAF Advisor	Sheila Morris 01606 271650
Early Support Access Team	0300 123 7047

Local Safeguarding Children's Board	www.cheshirewestlsb.org.uk  0151 356 6494
School Health Advisor	School Nursing Team - 01606 542526
CAMHS	01606 555240
Cheshire Police	0845 458 0000 or 101 for non emergencies 999 in case of emergency
Safer Schools Officer	01606 364565
Neighbourhood Police Officer	

Appendix 3

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

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

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

Child Sexual Exploitation.

Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

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

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

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

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

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

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Emotional Abuse

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

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Neglect

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

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

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

Signs include:

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

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

Domestic Violence

The effect of witnessing or being the subject of Domestic Violence on children must be considered as abuse. It can be categorised as physical and/or emotional abuse.

In Cheshire Operation Encompass is between the LSCB and schools located across Halton, Warrington, Cheshire East and West, Cheshire Police. To safeguard and support CYP who have been involved in a DVA incident. Following such an incident, children will often arrive at school distressed, upset and unprepared. Operation Encompass aims to ensure appropriate school staff are made aware early enough to support CYP in a way that means they feel safe and included.

Schools will have an identified key adult in most schools this will be the existing safeguarding Lead. Each morning a local based Police Officer from the NPU will review all violent or abusive incidents that would indicate DVA.

Where CYP are living at the home and aged 4 – 18 yrs old.

The school that the CYP attends will be contacted and information will be passed to the 'KEY ADULT' in the school.

The staff in contact with that CYP will then be in an informed position to support them in an a way that is right for that particular CYP, either with silent or overt support.

The DSL/ DDSL receives additional training to fulfil their role. Each school has a pack of resources to support the initiative.

Female Genital Mutilation

FGM – the practice is illegal under the Female Genital Mutilation Act 2003. It is estimated 2 million girls around the world every year are affected, mainly from Africa/Middle East, but also some girls in the immigrant population of Europe/America/Australia, girls aged between 4 -14 are most at risk but older /younger girls could also be at risk

The age at which FGM is performed varies – it depends on the community and geographical location: Can be during infancy – from a few days old, During childhood – 4-14 years, At the onset of Puberty, At marriage.

Professionals should look out for signs that FGM may be about to take place. Child protection procedures must be initiated if staff have any concerns.

A child from a community that is known to perform FGM may talk about going on a special holiday to a country where the procedure is prevalent or confide that she is to have a “special procedure” or celebration

Indicators that FGM might be about to take place include:

- being a girl between the ages of 5 to 8 from within a community where FGM is practiced
- when a female family elder visits, particularly if she arrives from another country
- talking about a “special procedure” or saying that she is attending a special ceremony to become a woman
- being taken out of the country for a prolonged period (around school holidays)
- Indications that FGM has already taken place include:
 - prolonged or repeated absences from school or college
 - withdrawal or depression when a girl returns to school after absence
 - difficulty walking, sitting or standing
 - spending longer than normal going to the toilet
 - requesting to be excused from PE / swimming, etc.

Forced Marriage

A forced marriage is a marriage conducted without the full consent of both parties and where duress (emotional pressure in addition to physical abuse) is a factor.

Suspicious that a young person may be forced into marriage may arise in a number of ways. These include

a family history of older siblings leaving education early and marrying early;

- depressive behaviour including self-harming and attempted suicide;
- unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- and a person always being accompanied including to school and doctors' appointments.
- A young person may also talk about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad, or directly disclose that they are worried they will be forced to marry.

Working Together to Safeguard Children

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

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in

our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- or
- Foster hatred which might lead to inter-community violence in the UK.

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

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

Indicators of vulnerability include:

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

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

More critical risk factors could include:

- Being in contact with extremist recruiters;

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

Online or Cyberbullying

Everyone should minimise the potential for and be aware of the impact of so-called cyberbullying; this might include:

- Sending threatening or disturbing text messages;
- Homophobia, racism or sexism;
- Making silent, hoax or abusive calls;
- Creating and sharing embarrassing images or videos;
- 'Trolling', the sending of menacing or upsetting messages on social networks, chat rooms or online games;
- Excluding children from online games, activities or friendship groups; • Setting up hate sites or groups about a particular child;
- Encouraging young people to self-harm;
- Voting for someone in an abusive poll;
- Hijacking or stealing online identities to embarrass a young person or cause trouble using their name;
- Sexting - which may be done to pressure a child into sending images or engaging in other unsafe and / or inappropriate activity;

We adopt a zero-tolerance approach to all forms bullying behaviour in our school and expect pupils and parents to do the same. Any concerns about online bullying should be reported to the DSL without delay.

This zero-tolerance approach is reflected in the school's behaviour, online safety and anti-bullying policies / procedures for further information. Copies of these can be obtained from the school office.

Sexting

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

The types of incidents which this covers are:

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

There may be various reasons why a pupil has engaged in sexting; it may be a romantic/ sexual exploration scenario or due to grooming / coercion. What action is to be taken will depend on a number of factors and each case must be assessed on its merits by the DSL in school in the first instance. Regardless of what action is taken, incidents and the rationale for any action must always

be recorded centrally. It may also be necessary to assist a young person and / or parents in reporting and / or removing the image from a website or elsewhere.

Appendix 4

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Wincham Community Primary School is Matt Boot who is responsible for:

Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

Raising awareness about the role and responsibilities of Wincham Community Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism;

Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;

Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;

attending Channel* meetings as necessary and carrying out any actions as agreed;

Reporting progress on actions to the Channel Co-ordinator; and

Sharing any relevant additional information in a timely manner.

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

Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 5

GUIDANCE FOR STAFF WHO ARE PARENTS OF CHILDREN AT WINCHAM SCHOOL

Wincham School has a very caring, supportive staff, who continue to strive to ensure that all children achieve their full potential and that our school Mission, Aims and Ethos are the scaffold for this.

We are very proud of the fact that a large number of Staff have chosen Wincham as the school for their child/children or grandchildren. This endorses our view that this is an 'outstanding' school.

There are many positives to this arrangement but there are also some challenges.

The following points are guidance for staff who have children at Wincham to ensure that everyone is clear about expectations, roles and responsibilities.

- As staff members you will ensure that you meet the requirements of your employment as stated in your contract, School policies, Safeguarding Procedures and Practice.
- That you talk to your families and explain your role and responsibilities as a parent and as a member of staff in school and what is expected of you.
- That you explain to your child/children their role as pupils.
- That you decide as a family how you will manage the time before and after school. If your child/children come into school with you in the morning before 8.45 they must be supervised by yourself until they can go out on the playground when the yard is supervised by the teacher on duty. Children should not be in the classrooms whilst you are somewhere else.
- The same applies at home time. If you are still tidying up or preparing for the following day or have a meeting, then alternative arrangements must be made with Acorns, Child Minders or Relatives. It is very difficult to work with the distractions that the end of the school day brings. Areas of the school must not be turned in to additional crèches.
- That you discuss and arrange with your child/children times when you are available for them.
- That you try hard to ensure that all children in the school are treated equally and that your child does not feel different from the others. Sometimes we tend to be even firmer with our own,
- Ensure that children know that there are 'no go' areas within the school.....Staffroom, Offices, Caretakers Room, Kitchens, etc
- Ensure that you never divulge information to your children that is confidential and/or only available for staff. Always keep all information about children confidential on a need to know basis.
- Ensure that you don't make passwords, codes or any security information available to anyone.
- Ensure that professional dialogue does not take place when your children are with you.
- Consider very carefully how you will manage exchanging your telephone numbers with other parents, children coming to your home for tea or parties, use of email and facebook etc

APPENDIX 11

Wincham CP School

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	Year Group:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print:	Signature:	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened)?		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it. Please pass this form to designated person for child protection.

Part 2 (for use by Designated Person)

Time and date information received by Safeguarding Lead, and from whom.	
Any advice sought by Safeguarding Lead (date, time, name, role, organisation and advice given).	
Action taken (referral to children's social care/monitoring advice given to appropriate staff/CAF etc) with reasons. Note time, date, names, who information shared with and when etc.	
Parent's informed Y/N and reasons.	
Outcome Record names of individuals/agencies who have given you information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found?	

**Should a concern file
be commenced if not
already one? Why?**

Signed

Printed Name

APPENDIX 12

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, eg upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

A copy of the body map should be kept on the child's concern file.

(This must be completed at time of observation)

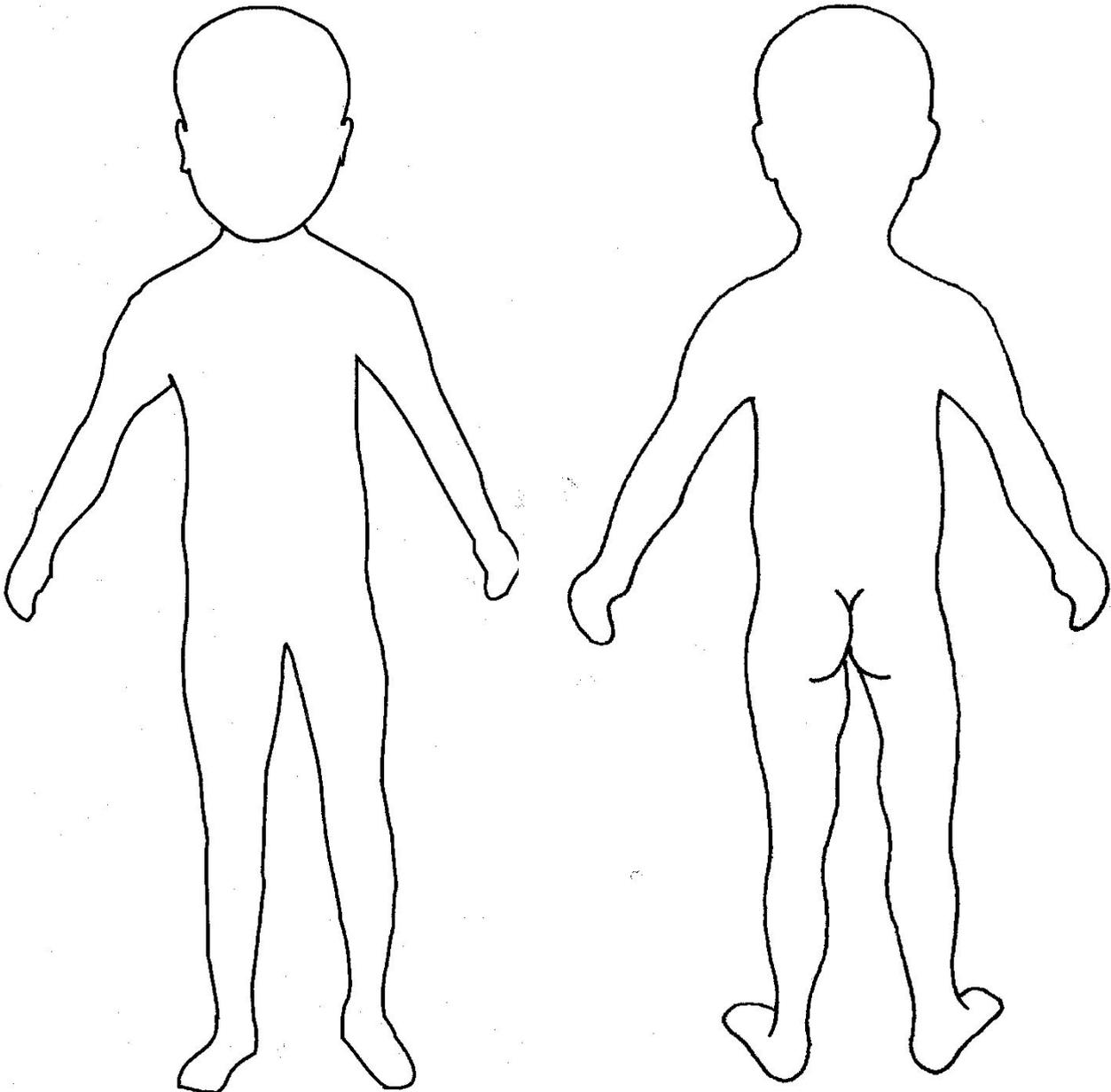
Names for Child:

Date of Birth:

Name of Person
completing map:

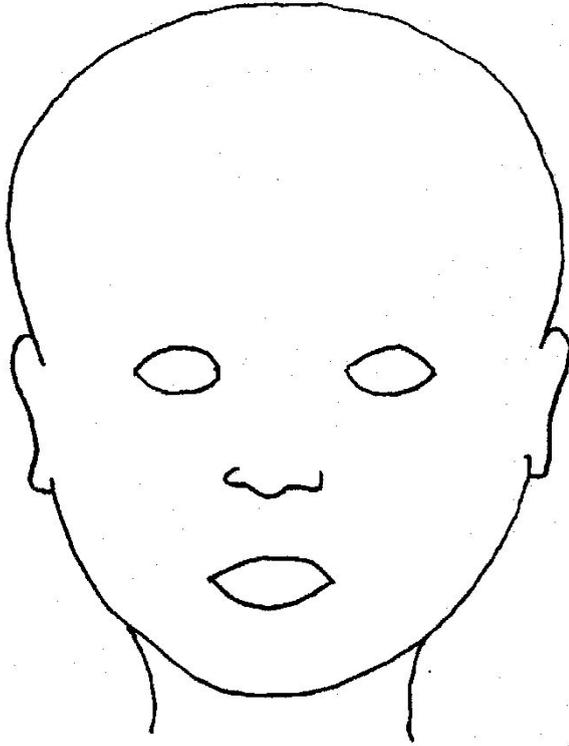
Agency:

Date and time of observation:

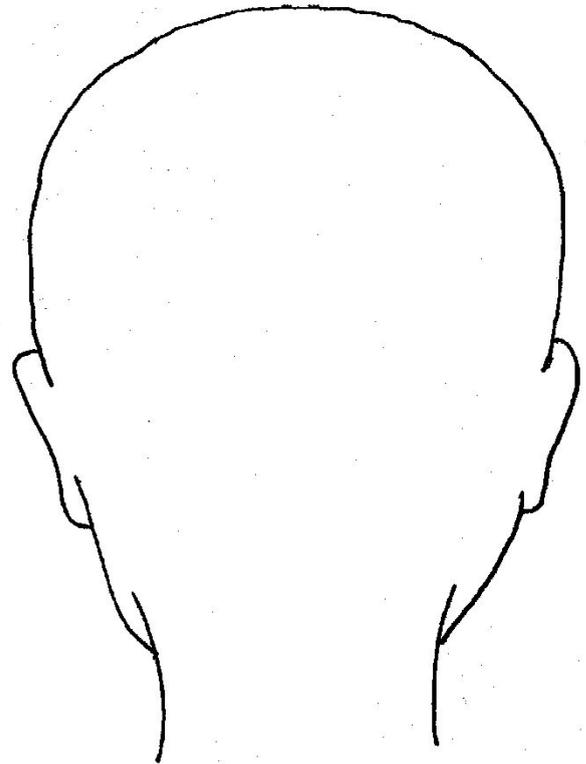


Name of Child:

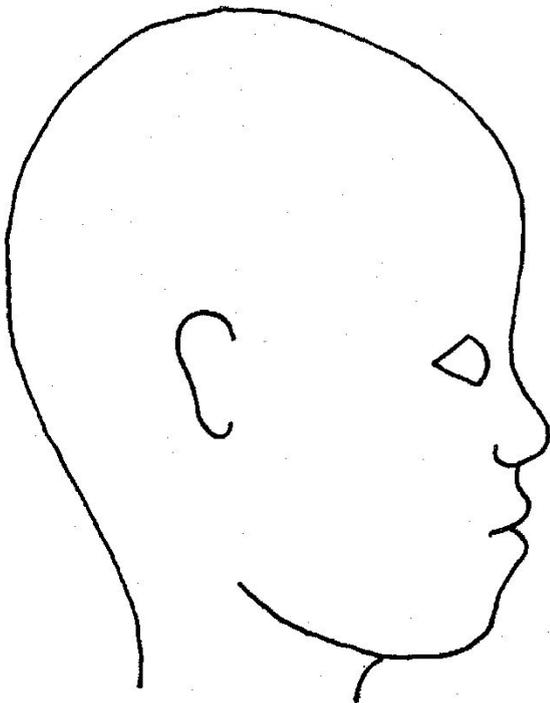
Date of observation:



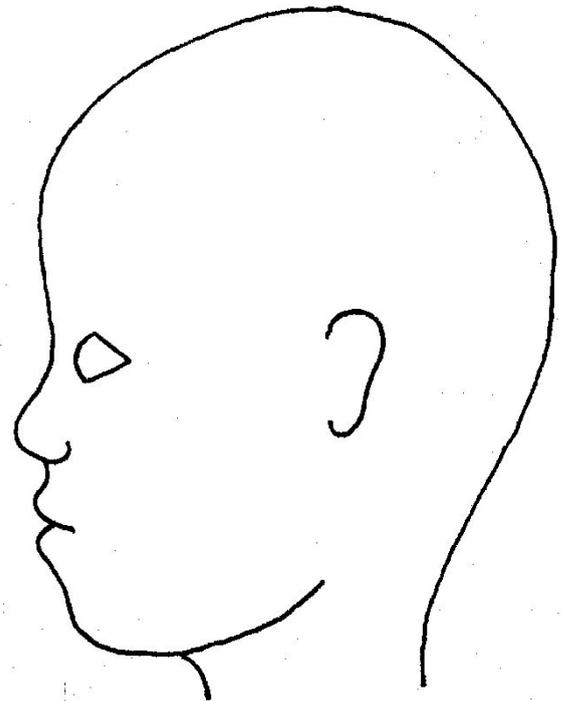
FRONT



BACK



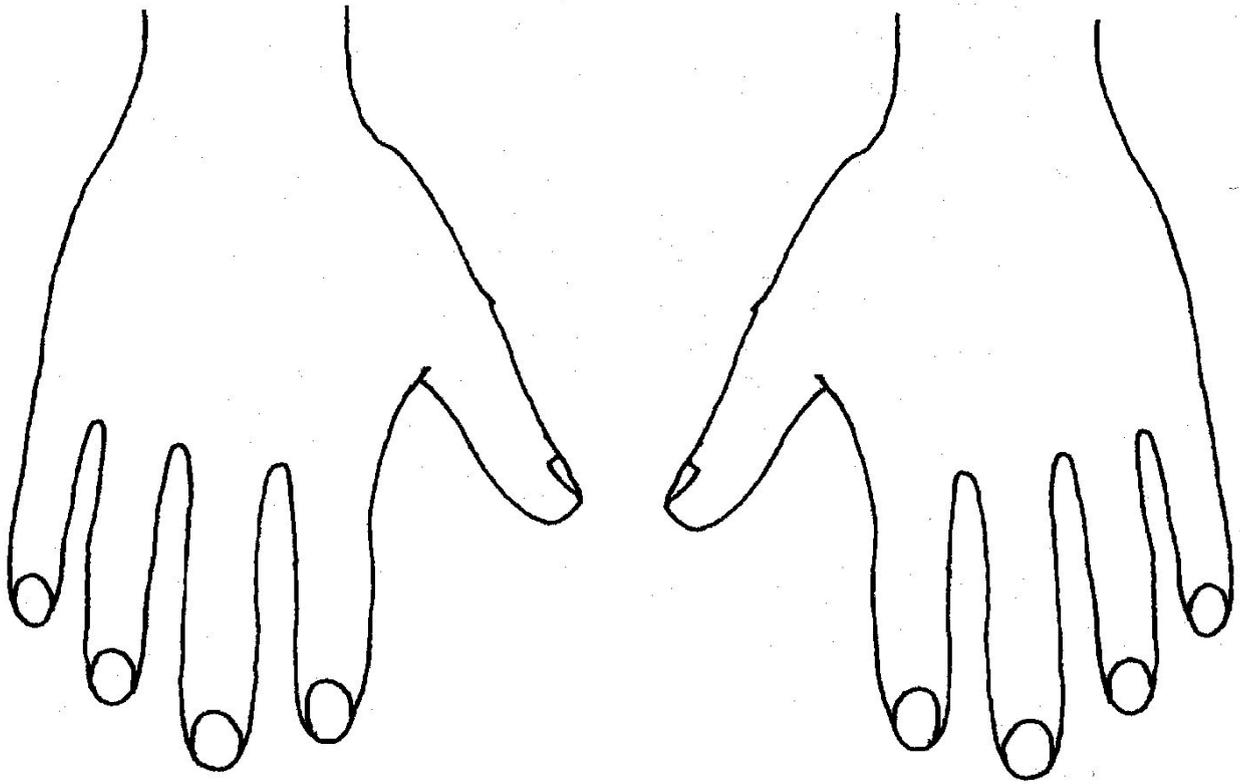
RIGHT



LEFT

Name of Child:

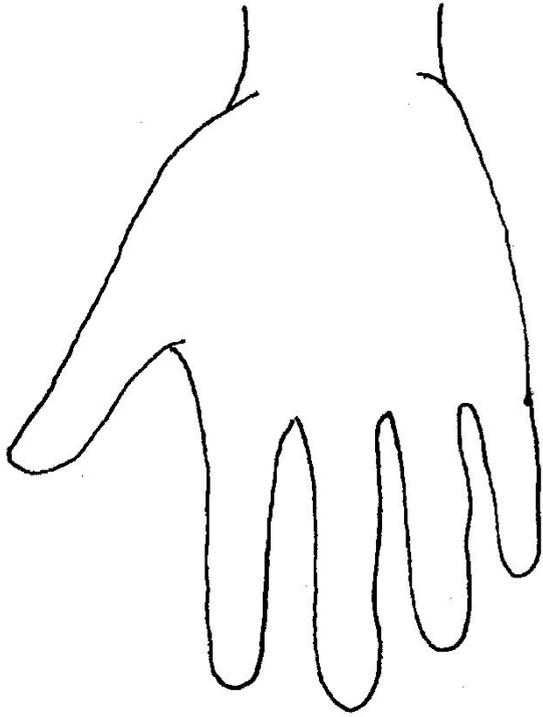
Date of observation:



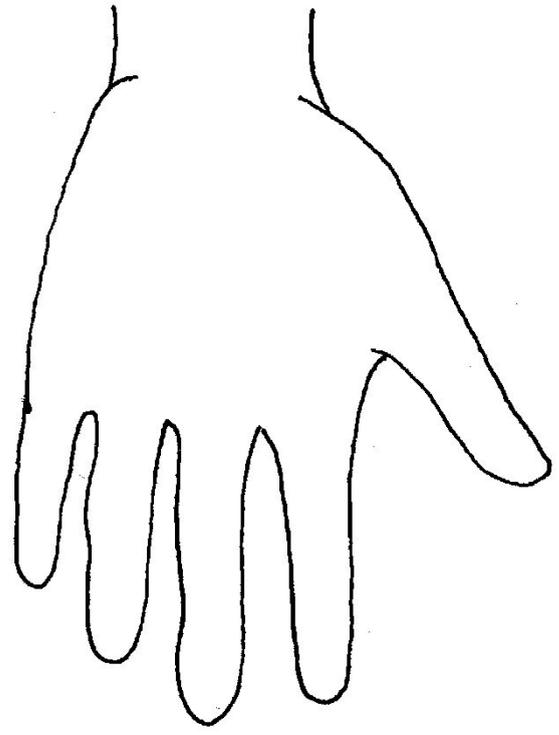
R

L

BACK



R

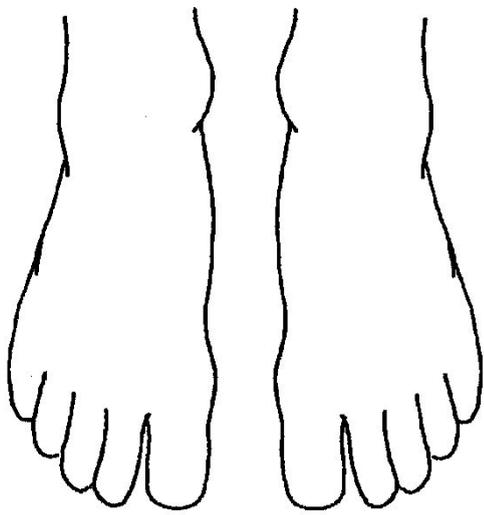


L

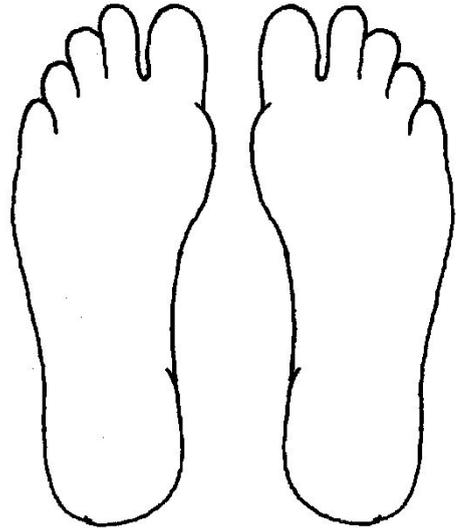
PALM

Name of Child: _____

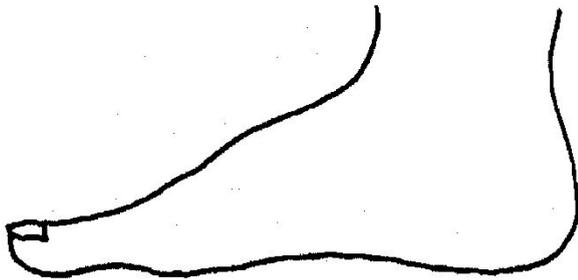
Date of observation: _____



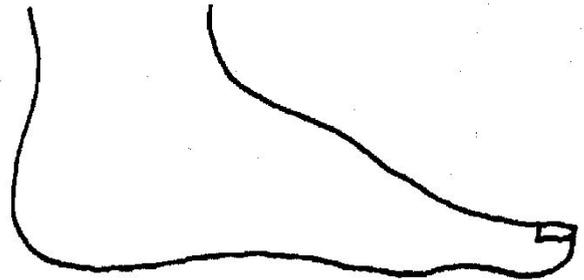
R TOP L



R BOTTOM L

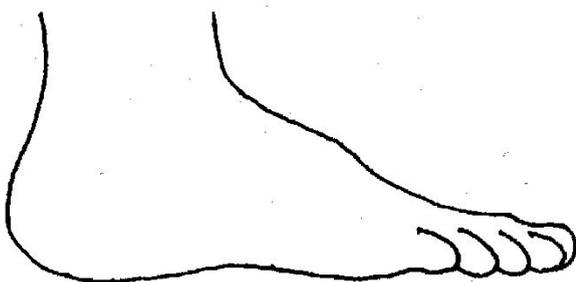


R

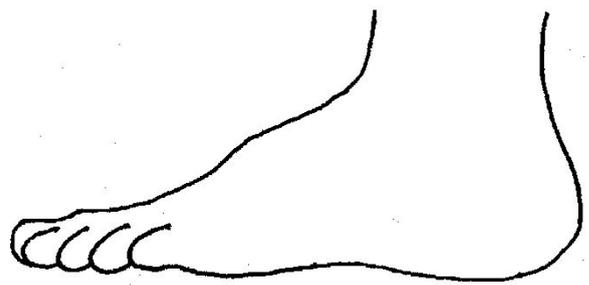


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Safeguarding- A Guide for Parents

Introduction

This brief guide provides an overview of safeguarding and child protection arrangements in school; we hope you find it useful.

The school's [full] Safeguarding and Child Protection Policy and Procedures can be found on our website or, alternatively, a copy can be requested from the school office.

What does Safeguarding mean?

Safeguarding and promoting the welfare of children is a really important part of our school's work and we have certain legal duties that we must fulfil; it is the responsibility of staff and our governors to make sure that we have the right things in place. When we are inspected, Ofsted checks to make sure that this is the case and that we are meeting our safeguarding responsibilities.

When we talk about safeguarding we mean helping children to keep safe, including online. This means protecting them from child abuse and neglect but safeguarding is about much more than that. Schools are particularly important because staff see children every day. This means that they are in a good position to pick-up on problems and concerns and that schools can provide or get some early help which might stop things from getting worse.

What WE do to Safeguard Children

Some examples of the ways that we safeguard children in school include:

- Teaching them to understand the risks around them and what to do when they feel unsafe. We do this as part of the curriculum but also use assemblies and speakers / organisations from outside school e.g. the NSPCC;
- Listening carefully to what children tell us and regularly ask them what they think;
- Consulting and working in partnership with parents, carers and, where necessary, external agencies and professionals;
- Recruiting and checking staff and volunteers who work in our academy safely, in-line with national guidance and best practice;
- Keeping our site as secure as possible, so that we know where children are and who comes into school;
- Promoting good attendance and positive behaviour. This helps us to prevent and protect children from different types of bullying, among other things;
- Helping children to understand and keep safe from risks and dangers which they may encounter online or via the use of phones and other technologies;
- Promoting healthy eating; • Promoting children's spiritual, moral, social and cultural wellbeing and development, including British Values, so that they understand and are protected from all forms of radicalisation and extremism;
- Dealing properly with sensitive and confidential information. This includes keeping records safely and securely, seeking appropriate consent and sharing information only with people who need to know;
- Ensuring that contractors and other people who come into school or use our facilities are checked and trained in safeguarding and child protection;
- Making sure that all governors, staff and volunteers know how to conduct themselves and that they are well trained and up-to-date on safeguarding issues so that they all know what to look for and exactly what to do if they are worried;

- Having staff trained to lead on particular issues in school so that they are in a position to advise and support other staff, parents and pupils e.g. Computing Lead, Special Educational Needs Coordinator, designated teacher for Looked After Children
- Having senior staff who act as Designated Safeguarding Leads (DSLs) in school. They receive more in-depth training and take the lead on safeguarding and child protection. The DSLs work closely with other professionals as part of their safeguarding role.

Things that YOU can Do to Help us Safeguard Children

We ask all parents and carers to do all that they can to help us to keep children safe.

Some especially important things that you can do include:

- Delivering, reinforcing and supporting keeping safe messages such as the importance of good time-keeping, regular school attendance and high standards of behaviour;
- Respecting school policies on things like parking on and around the site;
- Sticking to Acceptable Use Policies on the use of mobile phones, cameras / videos / images, including online and at school events etc.;
- Modelling responsible use of social media and helping to reinforce key messages to your children about keeping safe when using technology and the internet;
- Treating one another, all staff and pupils with dignity and respect at all times;
- Sharing good ideas and / or practice as well as bringing any issues, problems or concerns to our attention as soon as possible and in good faith. This includes concerns about an adult's conduct or about the behaviour of or concerns about a child's welfare.

Confidentiality and Information Sharing

Information about children's welfare may be shared with others outside the school to help keep them safe from harm. We always aim to discuss this with parents or carers before we do so but this may not always be possible. The law does allow us to share information without asking first under circumstances where we are acting to protect children from harm.

Useful Contacts in School

School website <http://www.winchamcpschool.co.uk/>

School Office 01606 288060 School email: admin@winchamcp.cheshire.sch.uk

Headteacher: Mr Matt Boot

Chair of Governors Mrs Alison Dunabin

Designated Safeguarding Lead (DSL) Mr Matt Boot

Deputy Designated Safeguarding Lead Mrs Fiona Davis

Special Educational Needs Coordinator (SENCO) Mrs Fiona Davis

Designated LAC Teacher Mr Matt Boot

