



## Safeguarding Policy and Child Protection Policy

<b>Principal:</b>	<b>Mr Ben Dunne</b>
<b>Chair of Governors:</b>	<b>Mr John Homes</b>
<b>Safeguarding/Child protection Governor:</b>	<b>Mrs Jacqueline Thelwell</b>
<b>Designated Senior Lead: Principal</b>	<b>Mrs Judith Wright (Designated Safeguarding lead) – Operational</b> <b>Mr Phil Swain (Designated Safeguarding lead – DSL) – Assistant</b>
<b>Principal. Safeguarding team:</b>	<b>Mrs A. Rudd, Miss S. Barron, Mr J. Roper, Mr A. Hook, Miss S. Lowe, Mr Niall Smith, Miss Stephanie Clarke, Mrs M. Levitt, Mrs L. Hutt.</b>
<b>Other trained DSLs:</b>	<b>Mr Ben Dunne (Substantive Principal)</b> <b>Mr Tony Gibbs (ex- Vice Principal, currently on the Governing Body)</b>
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## Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interests** of the child. (Keeping Children Safe -2016)

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

The policy draws upon and is in line with:

- Warrington Safeguarding Children Procedures:  
<http://www.warringtonlscb.org/>
- "Working Together to Safeguard Children" (2015)
- DfE Guidance 'What to do if you are worried a child is being abused' (2015)
- Education Act 2002 (section 175) and Children's Act 1989 and 2005.
- Keeping Children Safe in Education (2016)

Penketh High School is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and or view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

## Section 1 – School Commitment

**Everyone** working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe – 2016)
- Providing a safe environment for children and young people to learn and develop in our school setting. (Keeping Children Safe -2016)
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting. All school and college staff should be prepared to identify children who may benefit from **early help**. (Keeping Children Safe-2016)

## Early Help

Early help is: intervening early and as soon as possible to tackle problems emerging for children, young people and their families, or with a population most at risk of developing problems providing the right help at the right time to support change and improved outcomes for children. It is about offering help to children and young people across the continuum of need from universal provision to services for children with low level problems to those families with complex needs up to services provided by social care.



Services can be “stepped up” to social care from Early Help or “stepped down” from social care to Early Help in order to provide seamless service provision to families based on an assessment of need. Early Help services should be provided as required in the early years of a child or young person’s life (including pre-natal interventions) and then at all ages and stages of a child’s life until they reach adulthood including throughout primary school years and teenage years.

Early Help allows for support to be put in place at the right time to meet families’ needs prior to issues reaching crisis point and to reinforce families’ own skills to determine their life course and therefore reducing poor outcomes and inequalities for children and young people. It also helps to break the cycle of families being dependent on services by empowering and enabling them to do things for themselves making them more resilient and independent. Finally, it has a positive effect on cost effectiveness.

Early Help is not about specialist services for children, young people and their families. Specialist services are there to support families who are experiencing significant difficulties. These services are provided by social care for children who are at risk of harm. Early Help is about stepping in to prevent difficulties becoming chronic and helping families overcome difficulties as early as possible. It is also about identifying harmful patterns of care as early as possible, such as those that may be contributing to neglectful patterns of care and intervening early.

For the purpose of this strategy the Children and Young People’s Partnership has decided that the following definition of Early Help will be used by all agencies delivering services across the borough:

“Early Help is intervening early and as soon as possible to tackle problems emerging for children, young people and their families, or with a population most at risk of developing problems. Early help can be provided at any development or age milestone in a child or young person’s life.”





## Section 2 Providing a Safe and Supportive Environment

### 2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. 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 e.g. Governors, 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 and Disclosure and Barring Service checks and right to work in England checks.

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

- A DBS Enhanced Disclosure is obtained for all new appointments to our school's workforce through staffing personnel and payroll, from October 2009 it was a criminal offence for employers to take on an individual in a regulated activity whom they know to have been barred and/or not refer to the appropriate agency details of anyone who is permanently removed from regulated activity or who leaves while under investigation for allegedly causing harm or posing a risk of harm
- 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 will be carried out on all appointments to our school workforce before the appointment is made.

#### Safer Recruitment Training

Mr Ben Dunne (Substantive Principal)

Mr John Holmes (Chair of Governors)

Mr Tony Gibbs (Governor)

Mrs Judith Wright (Operational Principal)

Mr John Carlin (Vice Principal)

have undertaken the Children's Workforce Development Council's Safer Recruitment in Education Training ([www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)). At least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).



Safe working practices in our school ensure that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, venues used and transport arrangements. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. The online 'Evolve' system ([www.warringtonvisits.org.uk](http://www.warringtonvisits.org.uk)) is used for school trips.

## 2.3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a designated senior lead (DSL), who is a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school will ensure that pupils are made aware that information can be found at the following e.g. NSPCC, CEOP and other helplines.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils include House and School Councils and the Anti-Bullying Ambassadors.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.



## 2.4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Senior Lead)

We encourage parents to discuss any concerns they may have with their son or daughter's Form Tutor, Head of House or Learning Mentor.

This and other policies are available on the school website.

## 2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Warrington Safeguarding Children Board. There is a joint responsibility for all these agencies to share information to ensure the safeguarding of all children. Mrs Judith Wright (Interim Principal) is the Warrington Secondary School representative on the Warrington Safeguarding Children's Board (WSCB) and feeds back information through WASCL each half term. Good relationships have been developed through the Behaviour and Welfare Network involving all Warrington Secondary Schools and Post 16 Colleges.

## 2.6 School Training and Staff Induction

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (provided by the Warrington Safeguarding Children Board) and refresher training annually. The Principal and all other school staff, including non-teaching staff and Governors, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training annually. All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.



## 2.7 Related School Policies

'....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ...providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'. *Safeguarding Children and Safer Recruitment in Education DfE 2007*

### Children Missing from Education

The school responds quickly if a child goes missing. Where children on roll at our school do not arrive and attend, and the school has made the usual enquiries, we will refer the case to WBC Attendance Officer, Education Welfare and Children's Social Services/ Police if there are serious concerns. Children identified as missing from education will be referred to Pupils out of School Meeting (POOSM) \*\*  
CME Officer Dave Sampson 01925 442261)

### Confidentiality

School has regard to "Information Sharing: Practitioner's guide" HM Government, 2006  
"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

This guidance indicates:

- a) When information must be shared with police and Children's Services where the child/young person is / may be at risk of significant harm
- b) When the pupil's and/or parent's confidentiality must not be breached c)  
Information is shared on a need to know basis.

This policy needs to be read in conjunction with the reading of the following school policies and/or documents.

- Warrington Area Child Protection Committee Manual of Procedures
- Safeguarding Code of Practice.
- Anti-bullying Policy
- Staff Code of Practice
- Keeping children safe in education
- Working together to safeguard children
- PREVENT policy
- Prevent self-assessment tool
- E safety policy
- Staff conduct policy
- Safer recruitment policy.
- Health and safety policy.
- Climate for learning policy.
- SEND policy
- Complaints procedure.
- Whistleblowing policy.



Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been subject to a Child Protection Plan
- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

## 2.9 Roles and Responsibilities

***Our Governing Body will ensure that:***

- The school has a safeguarding procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff, governors and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- The school has procedures for dealing with allegations against staff, governors and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- E-safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- Staff, including the Principal, undertake appropriate child protection training which is updated every three years

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- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- A governor is nominated to be responsible for liaising with the Warrington Safeguarding Children Board and /or partner agencies in the event of allegations of abuse being made against the Principal.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the WSCB as appropriate about how the above duties have been discharged

## ***The Principal will ensure that:***

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- All staff, governors 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.

## ***The Designated Senior Lead responsible for child protection will ensure that:***

### Referrals:

- Cases of suspected abuse or allegations are referred to Children's Services and will liaise with other agencies
- Act as a source of support, advice and expertise within the school
- Liaise with the Principal to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

### Training:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how Warrington Family and Wellbeing Services operate, the conduct of a child protection conference and be able to attend and contribute to these and ongoing child protection plans
- Ensure that all staff have access to and understand the school's safeguarding policy;
- Ensure that all staff have safeguarding training as part of their induction;
- Keep detailed, accurate secure written records of referrals; discussions with other agencies and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses annually .

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## Raising Awareness:

- Ensure the safeguarding and Child Protection policy is updated and reviewed annually and work with the Governing body regarding this;
- Ensure parents are made aware of the Safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the school, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new school separately from the main school file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Welfare Service.
- Where the parents inform school that they wish to 'home educate' their child, the Education Welfare Service are responsible for monitoring these children and endeavours to undertake home visits to maintain contact.

## ***All staff and volunteers will:***

- comply fully with the school's policies and procedures
- attend appropriate training
- inform the Designated Senior Lead (DSL) of any concerns.



## Section 3 Identifying Children Who Are Suffering or Likely to Suffer Significant Harm

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.

### 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; maltreatment 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 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** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet and mobile phones). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional Abuse** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 via the internet or mobile phones), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

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**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 and clothing, 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 caretakers)
- 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, 2013)



## Section 4 Child Protection procedures/Taking Action to ensure that Children are Safe at School and at Home

Staff need to be aware that safeguarding is everyone's responsibility and that they can refer to social care through a MARF at any point. It would be highly recommended that they tell their DSL about this and ask for advice. This can be done through the MASH team on 01925 442928 and sent to [childreferral@warrington.gcsx.gov.uk](mailto:childreferral@warrington.gcsx.gov.uk)

Staff will be supported by the school and their professional associations. The designated senior lead for Safeguarding/Child Protection officer will be supported by other senior colleagues and the Warrington Education Safeguarding Team.

Staff need to be aware that when your DSL (Phil Swain) is out or unavailable, they need to pass on any concerns over to Judith Wright (DSL). In the extreme case that both DSL's are out then any concerns can be passed to the wider safeguarding team who have safeguarding training. These staff can deal with any safeguarding issues and will call the MASH team and complete a MARF where necessary.

Safeguarding is also an agenda item for which meetings and therefore there is an opportunity for discussion and to raise concerns on a regular basis.

All staff follow the Warrington Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2015' and 'What to do if you are worried a child is being abused 2007'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior lead with responsibility for child protection (or the deputy DSL in the absence of the designated lead) prior to any discussion with parents.

Any staff who have concerns around a child or if a child discloses to them should follow the following procedures:

In a case of a disclosure of a serious safeguarding concern staff should contact one of your DSL's immediately. If staff have a concern around a pupil, they should complete a yellow record of concern sheet which can be found in your subject area office (Your DOL's have copies) or on reception. These should be completed fully and returned to your DSL. A follow up email should also be sent to your DSL.

### 4.1 Concerns that staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect



- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

## 4.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a contemporaneous record.

### Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated lead in order that s/he can make an informed decision of what to do next.



Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated senior person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

#### 4.3 Action by the Designated Senior Lead (or deputy DSL in their absence)

Following any information raising concern, the designated senior person will consider:

- Any urgent medical needs of the child
- Whether the child is subject to a child protection plan
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Social Care Direct and/or Education Safeguarding Team Advice Line. 01925 443400/01925 442928
- The child's wishes

Then decide:

- 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 Children's Services 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 undertake an assessment (e.g. CAF) and/or make a referral for other services.



All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Services will be followed up in writing within 24 hours using either the referral form or an email.

#### 4.4 Action following a child protection referral

The designated senior lead or other appropriate member of staff will:

- Make regular contact with the social worker involved to stay informed
- 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
- Where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision made by Children's Services e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the Warrington Safeguarding Children Procedures
- Where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Services.

#### 4.5 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the Principal, Vice Principal and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person for Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any child protection file should be copied and the copy sent to the Education Welfare Service. Original copies will be retained until the child's 25<sup>th</sup> birthday.

#### 4.6 Supporting the child and partnership with parents and carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why



- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

## Private Fostering

Private fostering is concerned with situations in which individuals are caring for children and young people by private arrangement and the young people are not in the care of the local authority.

- School will identify on the in-year admission form if the person filling in the form does not have parental responsibility
- School will notify directly the Duty Team of any arrangements that indicate a child or young person is being privately fostered.

## 4.7 Preventing violent extremism

'Violent extremism' may be defined as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- foment, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- foment 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

'*Learning Together to be Safe, a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism*' was published in October 2008, as part of the previous Government's strategy on Preventing Extremism, or 'Prevent'.

Vulnerability Indicators:

There are a number of signs to be aware of (although a lot of them are quite common among teens).

- A conviction that their religion, culture or beliefs are under threat and treated unjustly
- A tendency to look for conspiracy theories and distrust of mainstream media
- The need for identity and belonging
- Being secretive about who they've been talking to online and what sites they visit
- Switching screens when you come near the phone, tablet or computer
- Possessing items – electronic devices or phones – you haven't given them
- Becoming emotionally volatile

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated senior lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required, then discussion with the nominated local police officer would take place and this would then determine the further response.

In terms of being aware of potential risks and signal events which can impact on our pupils and our school community the school makes every attempt to:

- Ensure that the school are aware of and manage potential risks to pupils and the wider school community effectively

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- Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the school community.
- Regularly review emergency plans and procedures to prepare for future events and risks.

## PREVENT DUTY

The Prevent Programme is Warrington's response to the Government's national counter-terrorism strategy, which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are: -

Respond to the ideological challenge of terrorism and the threat from those who promote it.

Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.

Work with sectors and institutions where there are risks of radicalisation that we need to address

Warrington's Prevent Programme is designed to: -

Divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures.

Deter extremist groups from creating disharmony, division and spreading hate

Keep the majority safe from the few who seek to harm others

Ensure that sectors and institutions develop an appropriate response to tackle extremism.

Ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief.

Ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Warrington's Prevent Program please contact Lindsay Mullin the Prevent Co-ordinator [prevent@cheshire.pnn.police.uk](mailto:prevent@cheshire.pnn.police.uk) or Steven Panter the single point of contact (SPOC) for the WBC on 01925 442928.

## Prevent Multi-agency group

Warrington is developing a multi-agency group to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a Senior Manager from Cheshire Police.

The objectives of the group are to: -

to identify individuals at risk of being drawn into violent extremism

to assess the nature and extent of that risk

to develop the most appropriate support for the individuals concerned.

to consider the strategic plan for prevent and implement any necessary changes

It is important to trust your professional judgement - if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

The DSL will liaise with the Police Prevent Co-ordinator, Lynsey Mullin 01606 362147

Advice may also be obtained from the LA Spoc, Steven Panter 01925 442928



When a referral is received, the Channel Co-ordinator will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned. Warrington Prevent Team can be contacted on:

Email: [prevent@cheshire.pnn.police.uk](mailto:prevent@cheshire.pnn.police.uk)

## 4.8 Forced Marriages

Forced Marriage may be defined as:

One conducted without the valid consent of both people, where pressure or abuse is used.

Indicators of vulnerability for pupils who may be at risk of Forced Marriage might include:

- Decline in attendance record or Persistent Absence from school.
- Request for extended leave of absence and failure to return from country of origin.
- Fear about forthcoming school holidays.
- Decline in behaviour, engagement, performance and punctuality.
- Withdrawn from school by a person with parental responsibility.
- Not allowed to attend extra-curricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to Further/Higher Education.

When parents/carers make requests for extended holiday leave the school will request that the parents/carers provide the following information.

- Precise location of where the pupil is going
- The purpose of the visit – is this corroborated by what the child says?
- The child/children know the purpose of the visit
- The return date: is it a firm or an estimated date?

The school will notify the Local Authority Attendance Officer if the pupil does not return on the given date

The school will explain the authorising process and penalties for non-authorised absence to parents and carers in writing when considering the request. Parents will be made aware of the disadvantages to their child of missing school or missing examinations.

## 4.9 Female Genital Mutilation

**Female genital mutilation (FGM)** comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons

Indicators of vulnerability might include:

- Anxiety leading up to holidays.
- Talk of a special ceremony.
- Extended absence from school
- Physical signs of discomfort or bladder problems.



The school will treat this as a serious Child Protection issue and will comply with their legal duty to safeguard and promote welfare of pupils.

The school will implement its usual safeguarding policies and procedures.

The school will contact local Children's Services and inform the Duty and Assessment Team at the Local Authority.

## 4.10 Child sexual exploitation (CSE)

The welfare and safety of all pupils at Penketh High School will be given our highest priority. Sexual exploitation of children and young people has been identified throughout the UK. This is a recognised form of Child Abuse. It affects boys and young men as well as girls and young women. It is a form of sexual abuse and can have a serious impact on every aspect of the lives of children involved. The term Sexual exploitation has become increasingly recognisable. Practitioners are becoming more aware of how to identify the signs to indicate grooming and other methods of sexual exploitation. Children involved in any form of sexual exploitation should be treated primarily as victims of abuse and their needs carefully assessed. The aim should be to protect them from further harm.

### Definitions

#### **The sexual exploitation of children is defined as:**

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them engaging in sexual activities.'

It can be further explained by: Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of the fact that they have gained their trust. Their age, gender, intellect, physical strength and/or economic or other resources allow that trust to be abused. Violence, coercion and intimidation are often involved in exploitative relationships. Such relationships are characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability (Office of Children's Commissioner's Inquiry into Child sexual exploitation in Gangs and Groups, Nov 2012)

### Roles and Responsibilities.

The Principal will ensure that resources, training, support and time is afforded to the Designated Senior Lead to undertake their whole school responsibility.

The Designated Senior Person will ensure that an effective curriculum structure is in place to prevent students falling victim to CSE by:

Educating pupils from Year 7 about healthy relationships. In Year 8 - 11 the PSHE curriculum will focus on supporting our pupils to recognise risk and to manage their own behaviour around risk. The curriculum will also allow student to reflect on what an unhealthy relationship would look like and how to find support if in that situation.

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The objectives of this curriculum structure will be to help students understand:  
respect and responsibilities within any relationship.  
how to stay safe.

an understanding of what to do and who to discuss issues with  
an awareness of unhealthy relationships, sexual exploitation and grooming  
an understanding of dangerous and exploitative situations  
an opportunity to explore gender stereotypes and gender roles  
an increased awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure  
an opportunity to build skills and confidence in developing positive, healthy relationships.

The Designated Senior Lead will ensure that staff are aware of CSE and the part that they play in helping to keep our students safe by:

Accessing training, multi-agency briefings on CSE and any new guidance.

Briefing staff routinely on how to spot the signs that a child may be victim of or at risk of CSE. (see appendix 1)

Directing materials to all staff through briefings at whole school inset

Advising staff that for any concern about a child to direct their concern to the Designated Senior Lead.

The Designated Senior Lead will ensure that processes for referral to ensure that help is secured for the pupil are robust by:

Training Pastoral Staff on the completion of the CSE screening tool.

Allowing time for completion and discussion when completing the screening tool.

Allocate an Inclusion worker to mentor and support pupils believed to be at risk.

To monitor the pupil and where there are significant concerns identified to refer through to MCSETTO.

To provide time and supervision for pastoral staff working with children victim of or at high risk of CSE.

The Designated Senior lead supported by the Pastoral staff will ensure that Parents are aware of the issue of CSE by:

Advice on the school web site on who to contact in school with Safeguarding concerns

Key Worker support for the family of children involved or at risk.

**All Staff**



All Staff have a responsibility to be aware of the signs of CSE and alert the Designated Senior Lead and/ or Pastoral Staff. The signs are included in appendix 1

report any concerns about the safety of a child under the legislation behind the Child Protection Policy.

## Appendix 1

### Signs which may indicate CSE

The individual factors may not mean anything in themselves and you may already know that the right staff are aware of the pupil's situation and working with them. However we should always remember that it is never wrong to pass something on no matter how small it may seem.

All Staff should be aware of this list and inform a member of the Pastoral Team or Designated Senior Lead if they become aware of the following:

- Chaotic Home
- Poor Attendance
- Early Sexualised Behaviour
- Family Mental Health
- Historic Abuse
- Bereavement
- Friend of CSE victim
- Learning difficulties
- Unsure of sexual orientation
- Homeless or moving between homes
- Older or younger friends
- In Care
- Low Self Esteem
- Missing or Runaway
- Physical injuries
- Substance Abuse
- Sexually Transmitted Disease
- Estranged from family
- Changes in Appearance such as make up hairstyle
- Bringing new phones, gifts, clothes into school
- Sexually bullied
- Self-Harm
- Attempted Suicide
- Secret Calls
- Poor E-Safety history
- Older boyfriend/girlfriend



## 4.11 Peer on peer abuse

There are many forms of abuse that may occur between peers.

Different forms of abuse or prejudiced behaviour is described below followed by sections giving advice and support on actions to be taken with both the victim and the perpetrator of the abuse.

- **Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)**

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child physically harms another and it is important to understand why a young person has engaged in such behaviour (including whether it has happened accidentally) before considering the action or punishment to be undertaken.

- **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, (physical, emotional or both) which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. In particular, prejudices are to do with disabilities and special educational needs, ethnicity, cultural and religious backgrounds, gender, home life and sexual identity (homosexual, bisexual and transsexual).

- **Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. . Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault/abuse.

Decisions on whether sexualised behaviour is potentially harmful should be made with reference to the NSPCC framework and the Brook Traffic Light tool:

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

- **Cyber bullying**

Cyberbullying includes the use of phones and computers/devices and it can include: instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone It may constitute a criminal offence under the Sexual Offences Act 2003.

Outside of the immediate support young people may require in these instances, the school may have no choice but to involve the police to investigate these situations.

In cases of sexting the following guidelines should be consulted:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF)

- **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.



- **Bullying (physical, name calling, homophobic etc.)**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

**An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

**Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### **For the young person who has been harmed**

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends, in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

### **For the young person who has displayed harmful behaviour**

In this circumstance, it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion



of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

### **After care**

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

### **Preventative Strategies for Schools and Settings**

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunity to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

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It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.



## Section 5 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

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 a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Has behaved towards a child or children in a way that indicates s/he 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 we will always follow the Warrington Safeguarding Children Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. 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 Principal the matter will be reported to the Chair of Governors who will proceed as the 'Principal'
- The Principal 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 Principal may need to clarify any information regarding the allegation; however no person will be interviewed at this stage
- The Principal must consult with the Local Authority Designated Officer (LADO) 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 Children's Services and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Principal will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individual's employment, advice will be sought from HR