



Knutsford Studio
Safeguarding Policy 2018-19

Introduction

At Knutsford Studio School we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body in our Studio School approves the S175/157 return to the LSCB on a yearly basis.

This policy demonstrates the Studio's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- Cheshire East Local Safeguarding Children Procedures
- Working Together to Safeguard Children 2018
- 'What to do if you are worried a child is being abused' – Guidance for Practitioners March 2015
- Keeping Children Safe In Education 2016/8
- Guidance for safer working practice for those working with children and young people in education settings October 2015
- KMAT online safety policy (Acceptable User Policy – AUP)
- Staff Code of Conduct (Staff Handbook)
- Staff use of mobile phones and Social Media Policy
- "Preventing and Tackling Bullying" DfE July 2017

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 in this school make sure their approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and refer them to Children's Services (in Cheshire East or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the school; we maintain an attitude of '**it could happen here**' where safeguarding is concerned.

In our school we ensure that:

- all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection;
- all staff receive appropriate training and updates in relation to safeguarding;
- all staff act on concerns or disclosures that may suggest a child is at risk of harm;
- pupils and staff involved in Safeguarding issues receive appropriate support;

- staff adhere to a Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting;
- all staff are aware of Early Help and ensure that relevant assessments and referrals take place;
- all staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another.

This policy is available on our website and printed copies of this document are available to parents upon request. We inform parents and carers about this policy when their children join our school and through our newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction; alongside our Staff Code of Conduct.

In addition, all staff are provided with Part One of the statutory guidance ‘*Keeping Children Safe in Education*’, DfE (2018) and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

Scope of this Policy

This policy applies to all members of the school community (including staff, pupils, governors, volunteers, parents/carers, visitors, agency staff and students, or anyone working on behalf of Knutsford Studio School.

This policy is consistent with Cheshire East Local Safeguarding Children’s Board (LSCB) child protection procedures.

Designated Personnel

At Knutsford Studio School the named personnel with designated responsibility for Child Protection and Safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Peter Kingdom	Chris Leigh	Catriona Millson

The named personnel with designated responsibility regarding allegations against staff/those working in the Studio School are:

Designated Senior Manager (normally the Head teacher)	Chair of Governors (in the event of an allegation against the Head teacher)
Mike Cladingbowl	Bob Armstrong

The named person with designated responsibility regarding Cared for Children is:

Designated teacher for cared for children
Chris Leigh

Monitoring and Evaluation

This policy will be reviewed at least annually by senior managers and the full governing body.

Policy lead:	Peter Kingdom
Last review date:	September 2018
Next review date:	September 2019
Approval needed by:	Full Governing Body

Early Help

All staff understand the Cheshire East LCSB 'Continuum of Need' and Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school staff are aware that they must be prepared to identify those children who may benefit from early help. The staff are alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child”.

If there are concerns about a child’s welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where domestic abuse is identified, provided by the Student Support Team.

If a member of staff has concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children’s social care/consult with ChECS/contact the police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. If early help is appropriate the designated safeguarding lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and professionals in an early help assessment; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment.

Where early help and or other support is appropriate we ensure that the case is kept under constant review. If the child’s situation doesn’t appear to be improving we take appropriate action.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils, provided by the Year & Student Support Teams via student information, emails and the school website.

Concerns about a child- recording and reporting

Our recording procedures are in line with those outlined in Cheshire East’s “Recording and Reporting Guidance.” September 2016; the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm they should report this to the Designated Safeguarding Lead, or their Deputy,

without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

Where staff have conversations with a child who discloses abuse they follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support meetings
- At no time promise confidentiality to a child or adult.

Staff are aware that they should not question the child; other than to respond with TED - **T**ell me what you mean by that, **E**xplain what you mean by that, **D**escribe that. Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Lead will obtain the relevant information and agree relevant actions after making a timely assessment of the information.

We recognise that parents may hold key information about incidents/allegations therefore, in the majority of situations; the Designated Safeguarding Lead will speak to the parents and gain their consent to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

The following situations are the instances in which parental consent would not be gained prior to a referral:

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication of an illness is suspected
- Female Genital Mutilation (FGM) is suspected
- Forced marriage is suspected
- Extremism or radicalisation is suspected

Staff are also aware that, even in situations where the parent does not give consent, the best interests of the child are paramount and, therefore, they would share their concerns. In addition, the referral will not be delayed if it has not been possible to contact the parents/carers.

A consultation will take place with Cheshire East Consultation Service (ChECS) and/or the police immediately. Where a child lives in a different authority the Designated Lead follows the procedures for that authority.

Where possible we ensure that contacts with outside agencies are through the Designated Safeguarding Lead or their Deputy; however staff are aware that anyone can make this contact. Where a member of staff makes contact they ensure that they make the Designated Safeguarding Lead aware as soon as possible.

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that “If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police”.

All records provide a factual, accurate, evidence-based account. Records are signed, dated and where appropriate, witnessed.

Support and advice is sought from Children’s Services or the Local Area Designated Officer (LADO), whenever necessary.

Safeguarding Records are held as hard copies of records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Head teacher and Designated Safeguarding Lead.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people’s data protection rights
- kept safe and secure.

We ensure that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. We also ensure that Key workers or social workers are notified where a child leaves the school (as appropriate).

Safe Working Practices

Use of Personal Mobiles & Electronic Devices

Personal mobiles and electronic devices should not be used for personal use during contact time with children, other than in agreed exceptional circumstances. Staff,

Volunteers and Student Teacher should not use their own personal phones for contacting children, young people and their families within or outside school.

Internet Safety

We ensure that appropriate filters and monitoring systems are in place on school equipment. Further detail regarding appropriate use of electronic devices is given in the e-safety and acceptable user policies.

Allegations against staff

At Knutsford Studio School we recognise the possibility that adults working in the school may harm children; that they may have

- behaved in a way that has harmed a child, or may have harmed a child;
- committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children

Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher without delay or, where that is a concern about the Headteacher, to the Chair of Governors and the LADO.

Staff are aware that this must be done on the same working day.

The school will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support via staff updates.

Safer Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2016 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). 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. We do this by:

- operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, 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 right to work in England checks in accordance with DBS and Department for Education procedures.

- ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting)
- maintaining an accurate, complete, up to date Single Central Record.

Staff training and updates

In our school there is a commitment to the continuous development of all staff, regardless of role with regard to safeguarding training:

All staff undertake LSCB 'endorsed' Basic Awareness in Safeguarding and child protection training within the first term of their employment/placement. This training is refreshed every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively.

All staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively

The Designated Lead and any Deputy attend LSCB multi agency Safeguarding and child protection training on an annual basis.

The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Leads Meetings held each term coordinated by the SCiES Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging with Cheshire East.

The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gaps.

Cared for children (Looked after children)

In our school we ensure that staff have the skills, knowledge and understanding necessary to keep cared for children safe as we aware that children often become looked after as a result of abuse and/or neglect. We have identified a designated teacher for our cared for children; this person works closely with the Virtual School.

Children with special needs and disabilities

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities. These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

14.0 The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Private Fostering

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aid our awareness we ensure that we establish parental responsibility for each and every child; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some

cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Cheshire East. The school also informs Cheshire East of the private fostering arrangements.

Children Missing out on Education and Missing from Education

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

At Knutsford Studio School we follow Cheshire East's procedures for dealing with children who go missing from lessons and/or school. All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school we ensure we carry out all necessary checks and refer them as CME using the appropriate form so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

Specific safeguarding issues

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members.

Staff are supported in accessing and completing the relevant screening tools.

As a listening school staff would pick up on these issues and would know how to identify and respond to:

- neglect
- drug/substance/alcohol misuse (both pupil and parent)
- child sexual exploitation / trafficked children
- extremism and radicalisation
- children missing education
- domestic abuse
- peer relationship abuse/Teenage Relationship Abuse

- risky behaviours
- sexual health needs
- obesity/malnutrition
- on line grooming
- inappropriate behaviour of staff towards children
- bullying, including homophobic, racist, gender and disability; breaches of the Equality Act 2010.
- self-harm
- honour based violence including - female genital mutilation, breast ironing, forced marriage
- unaccompanied asylum seeking children
- child trafficking
- modern day slavery

Neglect

Apart from being potentially fatal, neglect causes great distress to children and leads to poor outcomes in the short and long-term. Possible consequences include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later on in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child.

We are also mindful of the effects of adolescent neglect as this is as damaging as other forms of maltreatment - increasing the risk of arrest, offending and violent crime in late adolescence, and the risk of arrest and drug use in early adulthood.

If we suspect neglect we will use the neglect Screening Tool

<http://www.cheshireeastlscb.org.uk/docs/neglect-screening-tool.doc>

Peer on peer abuse: We know that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults
- sexting.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less serious than adult abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;

We ensure that we apply the same thresholds. In our school we adopt an educative approach with appropriate sanctions; and support is provided to both victim and perpetrator through Year Teams and Student Support.

Where sexual violence or sexual harassment between children is alleged then the school follows the [Sexual violence and sexual harassment between children guidance](#) issued by the DfE in 2018.

Child Sexual Exploitation (CSE):

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess.

As staff we are aware that the indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity to ensure that the signs and symptoms are interpreted correctly and appropriate support is given.

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan-Cheshire CSE policy and procedures and of the screening tool including where to find it, how to complete it and what happens next.

We take a proactive approach to preventative work by embedding it within our PSHCE curriculum.

Domestic Abuse/Violence: We believe that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic

abuse or violence. As an Operation Encompass school we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way.

Prevent, Radicalisation and Extremism: We adhere to the Prevent Duty Guidance, July 2015 and seeks to protect children and young people against the messages of all violent extremism and to prevent them being drawn into terrorism; 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 community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children and young people vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for the RE and PSHE curriculum, Information technology, Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying.

Our taught curriculum includes educating children and young people of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

In our school community we are aware of these specific issues, relevant to our school's profile and incorporated these into our PSHCE curriculum and SMSC.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by regular updates and briefings.

We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

Honour Based Violence (HBV) including Forced Marriage (FM): awareness raising has taken place around honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As a Studio School we would never attempt to intervene directly; where this is suspected we would not speak to the parents before sharing our concerns with ChECS.

Female Genital Mutilation (FGM): Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

Breast Ironing: Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

CAF, Child in Need and Child Protection

In our school we ensure that we follow Cheshire East's Multi-Agency Practice Standards [CE multi-agency practice standards 2016](#) to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children and young people where the standards are not being met.

Governor Responsibilities

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- has robust Safeguarding procedures in place.
- operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site.
- has procedures for dealing with allegations of abuse against any member of staff or adult on site
- has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues

- takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- carries out an annual review of the Safeguarding policy and procedures.
- carries out an annual Safeguarding Audit in consultation with the Governing body, sharing this with the LSCB on request.

Finally

Staff in take the safeguarding of each and every child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

Further information on our safeguarding and related policy documents and procedures is available on request from the Head teacher or Designated Safeguarding Lead.

Staying Safe

Designated Safeguarding Lead	Peter Kingdom
Deputy Safeguarding Lead	Chris Leigh 07714 411888
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Cheshire East)</i>	0300 123 5012 Cheshire East Consultation Service <small>(Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm)</small> 0300 123 5022 Emergency Duty Team
Safeguarding of children concerns <i>(Children living in other Authorities)</i>	<u>Manchester: (MSCB)</u> 0161 234 5001 <u>Trafford: (MARAT)</u> 0161 912 5125 0161 912 2020 – out of hours (after 5pm before 9am)
Allegations against an adult working with children	01270 685904/ 01606 288931 <i>Local Authority Designated Officer (LADO)</i>
Police <i>(Emergency)</i> Police <i>(Non Emergency)</i>	999 101



<p style="text-align: center;">Universal</p> <p>Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP)</p> <ul style="list-style-type: none"> • Response: - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need. 	<p style="text-align: center;">Targeted</p> <p>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> • Response: - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.
<p style="text-align: center;">Complex</p> <p>Children and young people who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> • Response: Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. • Identify a lead professional to co-ordinate support and be primary link with the family. • Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress. 	<p style="text-align: center;">Specialist</p> <p>Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> • Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care. • Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS)

Tel: 0300 123 5012

Tel: 0300 123 5022 (Emergency Duty Team for out of hours)

Definitions of Abuse
“Keeping Children Safe in Education” 2015

Neglect

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

It may occur during pregnancy as a result of maternal substance abuse.

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

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

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

Emotional

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

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

Sexual

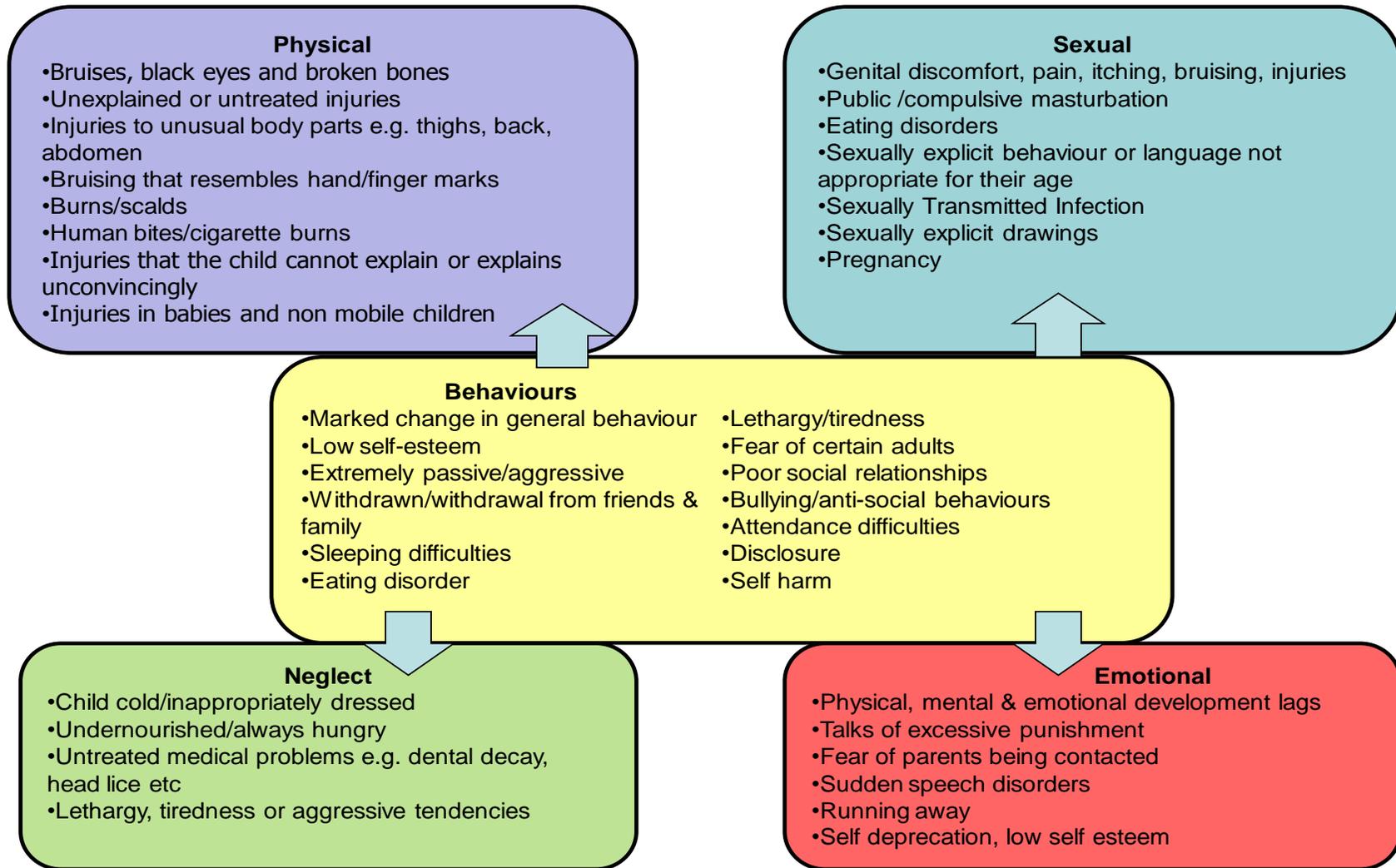
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse

Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non mobile children

Symptoms of Abuse



Receiving Disclosures:



Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?

Explain that to me

Describe that....



Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do



Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The DSL will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

Review records regularly; add any new concerns respond to these immediately.

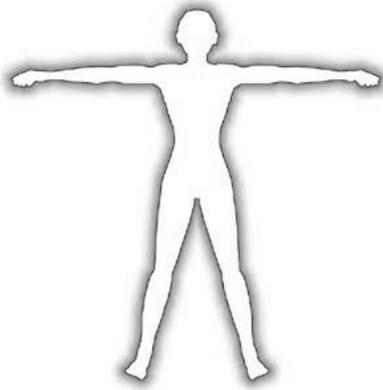
For Completion by DSL/DDSL/Safeguarding Officer:

Name:	Role:	Date of record:
Agree Actions	By whom	By when

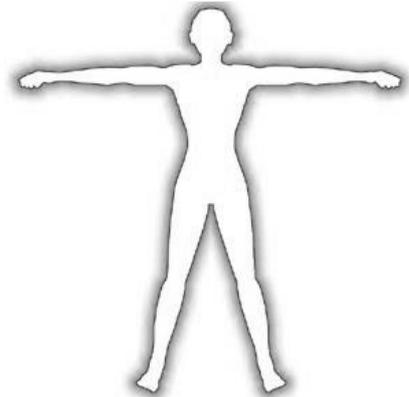
Remember when completing the body map to give an approx. sizes/dimensions of mark/injury

Sites of Injury

FRONT



BACK



Supervision

Name of Supervisor:	Role:	Date:
Further Action:		
Further Action:		
Further Action:		
Signed:		