

Child Protection Policy

Weaverham High School



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Last reviewed on:	September 2024	
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Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

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

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

The following policy has been developed to ensure that all adults in Weaverham High School are working together to safeguard and promote the welfare of children and young people in accordance with Section 175 of the Education Act 2002, it reflects the policies of Cheshire West's Safeguarding Children Partnership, <https://www.cheshirewestscp.co.uk/> and is in line with "Working Together to Safeguard Children" (2023) <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and Keeping Children Safe in Education (2024) [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

and Prevent Duty June 2015.

"Schools, colleges and other educational providers have a pivotal role to play in safeguarding children and promoting their welfare."

Working Together to Safeguard Children 2023

The Policy recognises that the school, because of its day to day contact with individual children, is well placed to observe outward signs of abuse, changes in behaviour or failure to develop, and that it should not operate in isolation but within a framework of multi-agency collaboration. This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects safeguarding policy arrangements as part of the school's Leadership and Management.

RATIONALE

At Weaverham High School we believe that all our pupils have the right to a safe and healthy lifestyle. We recognise our responsibility to protect and safeguard the welfare of children and prevent radicalisation and extremism of children and young people entrusted in our care by establishing a safe environment in which children can learn and develop. This includes whilst working on-line during the school day and on a school device. The policy applies to all children 11-16 whose care and education comes within the remit of Weaverham High School

There are three main elements to our Child Protection Policy.

- (a) Prevention:
(eg positive school atmosphere, teaching and pastoral support to pupils).
- (b) Protection:
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- (c) Support:
(To pupils and school staff and to children who may have been abused).

PURPOSE

1. To provide a whole school policy on child protection based on guidance and good practice outlined in statutory instruments, circulars and manuals, which fits within our ethos of Safe Ready Respect and being trauma informed.
2. To provide a framework within which the school can act when faced with clear cases of abuse or dealing with concerns, suspicions or allegations.

SCHOOL COMMITMENT

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse. The Continuum of Needs and Response and the Common Assessment Framework is embedded into everyday practice and procedures when responding to children's need. We recognise that all children have safeguarding needs and that the best way to work with young people is through calm, consistent adult behaviour. WHS is committed to achieving a trauma informed approach where all adults in school work with all young people with relentless kindness, consistency and clear boundaries. We use our 'Tiered Approach' (appendix 4) which highlights key strategies and support for students who need it.

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to by teachers and support staff at WHS.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Via access to tutors, Wellbeing ambassadors, learning mentor, other support staff and the Sharp System.

The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Appendix 1.

- (c) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- (d) Ensure suitable screening and monitoring is in place for student's use of the internet. This is monitored by Key staff and the DSL.

SUPPORTING PUPILS AT RISK

"Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, 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"

Working Together to Safeguard Children 2023

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from

school. We believe that all children should be spoken to with respect and kindness as we understand the impact of adverse childhood experiences and trauma on adolescent development.

It is also recognised that a minority of children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

To fulfil the requirements outlined in Prevent duty we will ensure support relating to educating and protecting children from the risk of radicalisation and other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Weaverham High School will endeavour to support pupils through:

- (a) the curriculum, to encourage self-esteem and self-motivation.
- (b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued (schools may use strategies such as buddying or a circle of friends). Safe, Ready, Respect.
- (c) the implementation of school behaviour management / relationships policies.
- (d) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- (e) regular liaison with other professionals and agencies who support the pupils and their families.
- (f) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.
- (g) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school.

These are:-

- Behaviour and Relationships Policy
- Anti Bullying
- Special Education Needs
- Health and Safety
- E-safety policy
- Code of Conduct/Professional Relationships Policy
- ICT Acceptable Use Policy
- Monitoring and Screening Policy.
- Cheshire West and Chester Safeguarding Children Partnership (SCP) Safeguarding procedures
- Learner on Learner Abuse Policy
- Attendance Policy

We recognise that, statistically, children with behavioural difficulties and disabilities are more vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

STRUCTURE

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

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

The Governing Body will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead. The Designated Safeguarding Governor is Helen Newton.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for safeguarding within the school. – This is Richard Harris, Deputy Headteacher.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers. This may also include online searches as part of due diligence checks.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact (More than a one-off meeting) with our students receive appropriate training including any updates from KCSIE document every year. All staff have access to appropriate online training which is suited to their role.

The roles and responsibilities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead

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

Designated Safeguarding Lead: Mr Richard Harris Supervised by : Ms Clare Morgan

Deputy Designated Leads: Ellen Green and Gary Makin Supervised by : Mr Richard Harris

Deputy Designated Leads have been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Lead in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role. In addition to this, Heads of Year and Pastoral Manager are also safeguarding trained to Level 3.

The Designated Safeguarding Lead is the contact point for all staff on any child protection issue. The DSL and Deputy DSL should undergo updated child protection training every two years. The headteacher and all staff members should undergo child protection training which is updated regularly, in line with advice from the SCP.

It is important that both the DSL and Deputy DSL are known to all teaching staff, classroom assistants, mid-day assistants, ancillary staff, school governors and outside agencies. This is achieved by having copies of the school policy in the staff handbook and pastoral handbook and available to line managers of mid-day assistants. It is the DSL's responsibility to ensure that he/she is known to all outside agencies. Copies of this policy and procedures are available to outside agencies who work closely with the school.

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

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Head Teacher to inform her of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and actively supports multi agency planning for those children;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard and by ensuring these records follow the child throughout their educational career
- Ensuring screening and monitoring of computer use is in place.

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- the immediate safety and wellbeing of the child
- discussing the matter with other agencies currently known to be involved with the child and family
- the child's wishes and feelings

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Integrated Access Referral Team (I-ART) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other services e.g. i-ART complex level 3

All information and actions taken, including the reasons for any decisions made, will be fully documented on the child's safeguarding file on CPOMS (secure on-line safeguarding platform)

The Designated Safeguarding Person is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Head Teacher who will inform the Local Authority Designated Officer (LADO).

Action following a child protection referral

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

- make regular contact with the allocated social worker or team manager in the event of absence
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- endeavour to share all reports with parents prior to meetings
- where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal

Escalation Process in respect of resolving professional disagreements/escalation process
<https://www.cheshirewestscp.co.uk/policy-and-procedures/escalation-and-resolution-policy/>

- where a child subject to a child protection plan moves from the school or goes missing, immediately inform i-ART (0300 123 7047).

TRAINING SUPPORT AND GUIDELINES FOR STAFF:

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

This will enable more time to attend additional courses in areas such as CSE, Neglect and Domestic Abuse. The DSL and Deputy DSL will complete the refresher course on line (National On-Line Safety) and access training regularly to ensure they are up to date with safeguarding updates.

All Heads of Year and Pastoral Support Managers will complete the on-line level 3 training so they are fully equipped to be part of the safeguarding team for their year group.

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

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

The Designated and Deputy Designated Safeguarding Leads will ensure **all** staff receive appropriate Safeguarding training. All staff will access training through National On-Line Safety and the DSL will oversee the completion of the training.

All staff will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement, which will be refreshed on a regular basis, (every year) to enable them to understand and fulfil their safeguarding responsibilities effectively. – This will be completed through on-line training using National On-Line Safety.

In addition, all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. **Appendix 2**

RAISING AWARENESS

The DSL and deputy DSL should ensure the school's policies are known and used appropriately by :

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

Identifying Concerns

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. If concerns are identified, the child may be spoken to in order to ascertain whether abuse is occurring and may be done without prior consent from the child's parent/carer because the member of staff has a duty of care under 'loco parentis'. This would also be the case if the child is a witness to the abuse of another child or children e.g. bullying.

See Appendix 3

Disclosure

All members of staff, volunteers and governors must know how to respond to a pupil who discloses abuse, and they must be familiar with procedures to be followed. *Below is the consistent practice and expectation for all staff:*

It takes a lot of courage for a child to disclose that they are being abused. They may feel disloyal, ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they

tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child has decided to disclose to you, your main job is to listen and believe them until you prove, without a doubt, otherwise. The first time they tell may be the only time.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

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

The school also uses the SHARP system which allows students to make the staff team aware of their concerns via an app or website. This can be done anonymously to share information, or they can choose to raise a concern about their own wellbeing.

RECORD KEEPING AND CONFIDENTIALITY

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible, writing down as exactly as possible using the child’s own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately

as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make written a statement themselves or to sign any records.

All records of a child protection nature will be saved on CPOMS. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis.

Records and Monitoring

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

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

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. This must be done through a Subject Access Request (SAR). This information belongs to the child, who has a right to deny their parent's/carer's access to the file if they wish to do so – further information regarding SARs can be accessed here:

What about requests for information about children? <https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access/>

If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

All staff must be aware that they have a duty to share information with other agencies in order to safeguard children as set out in 'Working together to Safeguard Children, 2023' and 'Keeping Children Safe in Education, 2024'.

Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Any concerns about a child will be recorded in writing as soon as is possible. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be made through CPOMS.

Hard copies of records or reports relating to Safeguarding concerns will scanned and uploaded to CPOMS. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead. (CPOMS access rights)

The school will keep records of concerns about children, even where there is no need to action the matter immediately. These records will be kept on CPOMS which is secure.

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

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

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

Where the new school is not known, the Educational Welfare Service at Cheshire West and Chester should be informed so that the child can be included on the data base for missing pupils and action taken to ascertain the safety and wellbeing of the child and that the child is receiving their right to education. **Appendix 4**

Early Intervention and Prevention within Safeguarding

All school staff need to be aware of their responsibility to raise any concerns they have about a child as early as possible in order to prevent the situation worsening. This may present as a change in a child's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. This must be reported on CPOMS.

Where a concern does not identify a safeguarding issue but could lead to more serious concerns if left, PSM / HOY / DSLs need to follow the procedures set out in the **Team around the Family (TAF)** guidance to fulfil their duties at level 2 and 3 on the **Continuum of Need**. They will also consider the Weaverham Tiered Approach. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to Integrated access and referral team (**i-ART**) should be made through a MARF.

Staff may also consider accessing support from the Navigators where a family may benefit from specific support, but may not meet threshold for social care intervention. The decision to escalate to the Local Authority Safeguarding team will be recorded on CPOMS.

Students who have an Alternative Provision

Students accessing off site provision are expected to attend regularly and on time. Weaverham High School will act to ensure the safeguarding of such students, in collaboration with parents and alternative provision providers. Where a student does not attend, safeguarding checks will be made which may include contacting parent, provider, student or conducting a home visit.

Young Carers

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

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

Where a young carer is identified, the child's needs will be addressed by pastoral staff and will consider using the Team around the Family process.

LGBTQ+ pupils

Weaverham High School recognizes the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff. There is a space for students to access should they wish in diversity club and any concerns can be passed onto staff through the SHARP system

CONCERNS RELATING TO A MEMBER OF STAFF OR OTHER PERSON IN A POSITION OF TRUST

Conduct of Staff

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

"Sounding the Alarm" – Barnardos)

Weaverham High School expects professional behaviour to apply to relationships between staff and children, and expect all members of staff to be clear about what constitutes appropriate behaviour and professional boundaries. This is outlined in the Professional Relationships policy.

Staff will have access to Keeping Children Safe in Education 2024 on appointment/induction and must understand the guidance.

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/Keeping-children-safe-in-education-2024.pdf)

All staff need to be aware of the dangers inherent in:

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

Not reporting of safeguarding concerns is considered a disciplinary matter and appropriate action will be taken.

It is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

All staff need to familiarise themselves with '**Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings**'

- If the suspicions in any way involve a member of staff, the matter needs to be brought to the attention of the Headteacher immediately who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO).
- The Headteacher or designated Deputy Headteacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.
- The Sexual Offences Act 2003 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. Grooming' a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.

- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

Supporting staff

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

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

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

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

The Designated and Deputy Designated Safeguarding Lead and the Head teacher can seek personal support through the SCiE Team - scie@cheshirewestandchester.gov.uk

Recruitment

The school pays full regard to DfE guidance ‘Keeping Children Safe in Education’ 2024. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking prohibition to teach, Disclosure and Barring checks and right to work in England checks.

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

- An enhanced DBS Check is obtained for **all** new appointments where an individual will have contact with our pupils, which will include a barred list/prohibition from teaching check for all new teaching staff.
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate

- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA
- For every appointment made to the school staff, the Safer Recruitment guidance will be followed and senior staff involved in the interview process have been safer recruitment trained.
- The school may undertake on-line searches as part of their due diligence checks on shortlisted candidates.

Volunteers

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

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

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

Photographing Children

- Parental consent will be sought when pupils join the school and permissions noted.
- Staff and volunteers must seek the authorisation of the Head Teacher prior to taking photographs/ videos of children and must only use school equipment unless given specific authorisation by the Head Teacher.
- It will be ensured that pupils are appropriately dressed before images are taken

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

It is noted in Keeping Children Safe in Education 2024 that 'upskirting' (the taking of photographs or video secretly to see beneath a persons clothing) is a criminal offence.

Parents or Members of the Public

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

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

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

USE OF PHYSICAL INTERVENTION

It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise

Appendix 1

LIFE Curriculum 2024-25

Lead of RSHE - Megan Hill

Lead of Citizenship - Corinth Blackwell

Lead of Careers - Jennie Walsh

W/C	09-Sep	23-Sep	07-Oct	21-Oct	11-Nov	25-Nov	09-Dec	06-Jan	20-Jan	03-Feb
Year 7	<u>RSHE</u> Personal Safety in and around school	<u>RSHE</u> Consent and online safety	<u>RSHE</u> New relationships and friendships	<u>RSHE</u> Types of families and long-term relationships	<u>RSHE</u> Challenging discrimination and protected characteristics our community	<u>RSHE</u> Challenging discrimination and protected characteristics	<u>RSHE</u> Mental Health: Coping strategies Assessment	<u>CITIZENSHIP</u> Introduction: What is citizenship and British Values?	<u>CITIZENSHIP</u> (B.V: Individual liberty) What is community?	<u>CITIZENSHIP</u> (B.V: Democracy) Democracy-discrimination and the law
Year 8	<u>RSHE</u> Qualities of a positive relationship and consent	<u>RSHE</u> Sexting and the law with coercive control	<u>RSHE</u> Online grooming	<u>RSHE</u> Addiction and gaming	<u>RSHE</u> Legal Highs	<u>RSHE</u> County lines	<u>RSHE</u> Bystander effect ASB and assessment	<u>CITIZENSHIP</u> (B.V: Rule of law) The Law- civil v criminal	<u>CITIZENSHIP</u> (B.V: Rule of law) CPS, Crime prevention & sentencing	<u>CITIZENSHIP</u> (B.V: Rule of law) Young people and the justice system
Year 9	<u>RSHE</u> Alcohol and drug abuse	<u>RSHE</u> Vaping and Vape Spiking	<u>RSHE</u> Gambling and the law	<u>RSHE</u> Gangs	<u>RSHE</u> Exploitation	<u>RSHE</u> Healthy relationships and the law	<u>RSHE</u> Relationships in the media	<u>RSHE</u> Pregnancy, contraception	RETRIEVAL SESSION	<u>CAREERS</u> What are my skills? / Decision making: choosing what to study at KS4
Year 10	<u>CITIZENSHIP</u> (B.V: democracy) Democracy and different systems of government	<u>CITIZENSHIP</u> (B.V: democracy) Layers of government	<u>CITIZENSHIP</u> (B.V: democracy) Voting – Why vote and for whom?	<u>CITIZENSHIP</u> (B.V: democracy) Forms of protest	<u>CITIZENSHIP</u> (B.V: democracy) Pressure groups and trade unions	<u>CITIZENSHIP</u> (B.V: democracy) Why/How to contribute to your community	RETRIEVAL SESSION	<u>CAREERS</u> Reflecting on my career journey / Post 16 choices	<u>CAREERS</u> What type of career is best for me and why?	<u>CAREERS</u> Preparing to go on work experience
Year 11	<u>CAREERS</u> What are my employability skills? / Post 16 pathways	<u>CAREERS</u> Researching volunteering and paid work	RETRIEVAL SESSION	<u>CITIZENSHIP</u> (B.V: Rule of law) Crime, Punishments and courts	MOCK 2	<u>CITIZENSHIP</u> (B.V: Rule of law) International crime. Human rights and laws.	<u>CITIZENSHIP</u> (B.V: democracy) Public money, taxation and expenditure	<u>RSHE</u> Family structures	<u>RSHE</u> Healthy relationships	<u>RSHE</u> Cosmetic body

W/C	24-Feb	10-Mar	24-Mar	21-Apr	05-May	19-May	09-Jun	23-Jun	07-Jul
Year 7	CAREERS Who am I? / Exploring possibilities: dream jobs	CITIZENSHIP (B.V: mutual respect & tolerance) Human rights in the UK and precious liberties	CITIZENSHIP (B.V: democracy) Who represents us? Local councils Assessment	RSHE Hygiene	RSHE Healthy life	RETRIEVAL SESSION	RSHE Puberty	RSHE Healthy relationships including child on child abuse	RSHE HBV and FGM
Year 8	RETRIEVAL SESSION	CITIZENSHIP (B.V: rule of law) Anti-social behaviour in the community	CITIZENSHIP (B.V: individual liberty) Citizens responsibilities and rights Assessment	CAREERS What are my interests? / Job applications: superhero CV	CAREERS Work Related Challenges and the rewards of working	RSHE Mental Health: Building up our self-worth	RSHE Mental Health: Having a positive body image	RSHE Mental Health: Understanding eating disorders	RSHE Mental Health: Understanding self-harm Assessment
Year 9	CAREERS Taking control of your career journey: What? Which? When? Where? How? Who?	CAREERS Working and earning - Personal Finances: managing your money	CAREERS What is the labour market and why is it important?	CITIZENSHIP (B.V: democracy) Getting elected Political parties	CITIZENSHIP (B.V: democracy / rule of law) How are laws made? Monarchy links	CITIZENSHIP (B.V: democracy) Devolution	CITIZENSHIP (B.V: democracy) Volunteer groups	CITIZENSHIP (B.V: individual liberty) Balancing the budget Assessment	CITIZENSHIP (B.V: rule of law / mutual respect & tolerance) Radicalisation: Prevent Strategy
Year 10	CAREERS In person, hybrid, and remote: what works best and why?	RSHE Mental Health: Resilience when dealing with exam stress	RSHE Mental Health: Coping strategies during exams	RSHE Mental Health: How is mental health portrayed in the media? Assessment	CITIZENSHIP (B.V: democracy) Media – legal, decent, honest and truthful? Assessment	CITIZENSHIP (B.V: democracy) Role of the European Union	CITIZENSHIP (B.V: democracy) Commonwealth and the monarchy	MOCK 1	CITIZENSHIP (B.V: democracy) Role of UN and NATO Assessment
Year 11	RSHE Dealing with unwanted attention	MOCK 3	RSHE Domestic violence	RSHE Radicalisation: Stereotypes and Cultural awareness Assessment	CITIZENSHIP (B.V: individual liberty) Responsibilities post 16 – Financial literacy	EXAMS	EXAMS	EXAMS	EXAMS

- *BV= British Values
- All tutors have been added to a google classroom, lessons will be uploaded each half term.
- Please ensure that you have looked at the lesson prior to delivery. Any questions or concerns you have about a lesson please see the relevant lead staff.
- Please ensure that all your students have a Personal development exercise book which will be/have been made available to you.

Appendix 2: Safeguarding Children Guidance for all staff

All staff including non-teaching staff must:	<ul style="list-style-type: none"> • Attend Level 1 on Child Protection (every 3 years) and received accreditation for this – Now on Line - National online safety completed annually. • Ensure that they know who the Designated Leads are in the school and know how to contact them/where they are located. • Ensure that any child protection disclosure is reported to the Named Person or Designated Lead(s) as soon as possible before the end of the school day. • Provide a written statement (pertaining to the disclosure) – which is signed and dated – on the same day. • Ensure that they do not get a child to provide a written statement if a child is disclosing an issue pertaining to child protection. • Ensure that they do not contact or communicate with pupils outside of school, using social media, personal emails or other telecommunications. • Not take photographs of students unless they are using school equipment to capture a curriculum activity. • Ensure that they respond to information requests from the Designated Lead(s) on specific pupils.
Curriculum Leaders	<ul style="list-style-type: none"> • All of the above. • Ensure that new staff know how to refer concerns about young people. • Support staff in their department and liaise with the Designated Lead(s) if necessary.
Pupils	<ul style="list-style-type: none"> • Have access to the Safeguarding policy. • Know that they have a right to be listened to. • Know that teachers cannot keep secrets but that issues will be referred to the appropriate member of staff. • Have the right to achieve the Every Child Matters agenda.
Parents	<ul style="list-style-type: none"> • Have access to the child protection policy. • Have the right to be informed when staff have child protection concerns about their child, unless staff feel that children may be put at risk of harm by doing so.
Supply staff	<ul style="list-style-type: none"> • As 'All Staff Must' • Be given copies of the Child Protection Policy and informed about who the Designated Safeguarding Lead is and how to contact them. • Be trained in Level 1 Safeguarding by Weaverham High School if a long-term cover supervisor.
Form tutors	<ul style="list-style-type: none"> • Ensure they have access to CPOMS and report any concerns on that system. • Inform the Safeguarding team if they notice a change in a student (deterioration in behaviour, appearance, social interaction, attendance or punctuality).
Headteacher's PA	<ul style="list-style-type: none"> • Ensure that all staff and visitors to the school are in receipt of a current DBS
SLT	<ul style="list-style-type: none"> • Liaise with the Designated Safeguarding Lead (s) about students on CPP or CIN about being sent home/on a fixed term exclusion.
Named Person & Designated Teacher	<ul style="list-style-type: none"> • Ensure that all staff are in receipt of Child Protection Training. • Organise Level 1 training for all staff every 3 years. • Ensure that those on Level 2 training are updated/refreshed every 2 years. • Ensure that all child protection concerns brought to them are followed up – notifying parents/social services, the HOY as appropriate. • Ensure that records, relating to child protection are kept • Represent the school at Child In Need Meetings/Child Protection Plan Case Conferences and Case Planning. • Monitor progress and attendance of students on CIN and CPP. • Liaise and work with the pastoral team and attendance. • Develop knowledge and understanding of outside agencies who can support young people, referring as necessary. • Develop close links with outside agencies.
Governors	<ul style="list-style-type: none"> • Review the Child Protection Policy every 12 months • Undertake safeguarding training every 2 years

Appendix 3: Safeguarding Definitions

The following definitions are from Working Together to Safeguard Children (2023)

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

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

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

Health includes physical and mental health;

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

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

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

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

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. There is a separate Peer on Peer Abuse Policy which details the preventative measures, systems and processes in place to deal with this. Peer on Peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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

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

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

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

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

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

Extremism

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative

(usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability. Many young carers may experience:

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

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

SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM,

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

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Weaverham High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation

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

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

other issues specific to the school's profile, community and philosophy.

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

Our school, like all others, is required to identify a Prevent **Single Point of Contact** (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism (The SPOC for Weaverham High School) is Richard Harris

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

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

SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, HONOUR BASED VIOLENCE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

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

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

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

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;

- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Safeguarding pupils/students who are victims of Child on Child abuse (See also the Child on Child Abuse Policy)

Peer on peer abuse can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Peer on peer abuse can refer to any of the above individually or as a combination, therefore professionals working with children and young people who are experiencing abuse from their peers must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner. It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend.

Key Areas Where Child on Child Abuse Occurs:

Bullying (including Cyberbullying)

Bullying is defined as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally”. Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally. A child that is being bullied can feel like there’s no escape because it can happen wherever they are, at any time of day or night.

There are many different forms of bullying:

- **‘Cyberbullying’:** involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;

- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying:** includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and at times fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

HBA or FGM - So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. There are a range of potential indicators that a child may be at risk of HBA. Appendix 6 Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf.

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM mandatory reporting duty FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_16_39_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Forced marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HM_G_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

*Working Together to Safeguard Children, 2023
Keeping Children Safe in Education, 2024*

Child trafficking and modern slavery

Child trafficking and modern slavery are forms of child abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic servitude such as: cleaning,

childcare, cooking, forced labour in factories or agriculture and criminal activity such as: pickpocketing, begging, transporting drugs, working on cannabis farms and bag theft. Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of the child, family or community. They may threaten families, but this isn't always the case, they may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the 'service' a trafficker is providing e.g. sorting out travel documentation or transport. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking – a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

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

- Weaverham High school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
- Our school works with and engages our families and communities to talk about such issues,
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do.

SEXTING (Youth produced sexual imagery)

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including

nude or semi-nude photographs, via mobiles or over the Internet.’ Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

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

On this basis current advice introduces the phrase ‘youth produced sexual imagery’ and uses this instead of ‘sexting.’ This is to ensure clarity about the issues current advice addresses.

‘Youth produced sexual imagery’ best describes the practice because:

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:

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

For the best way to respond to these issues, staff should read the following advice:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Child Protection

Is it?

Suspected Physical Abuse

Or

Suspected Sexual Abuse

Or

General Neglect
Emotional abuse

Always follow the correct procedure.

Neglect & Emotional Abuse Procedures

All Staff

Behaviour, language or appearance cause for concern.
Record on CPOMS + Discuss with Form Tutor.

STILL CONCERNED

Inform Richard Harris of concern. If named person is not available inform Phil Young or Head of Year. Start an event log.

STILL CONCERNED

Ask Richard Harris for internal discussions to agree a way forward.
Check with other agencies.

STILL CONCERNED

Keep response low-key and supportive. Discuss with parents.

STILL CONCERNED

Discuss with Social Services Duty Officer.
Network meeting of professionals.

STILL CONCERNED

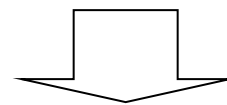
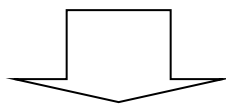
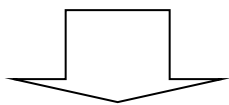
Child Protection Case Conference.

Physical Abuse Procedures

First Aider discovers suspicious injury.

Members of the support staff must report any suspicions immediately to a teacher.

Teacher Discovers suspicious injury.



**EITHER – INFORM FORM TUTOR/HEAD OF YEAR
ASK CHILD FOR AN EXPLANATION**

STILL SUSPICIOUS

CPOMS - Inform Richard Harris of concern. If Richard Harris is not available inform Phil Young or Head of Year. Richard Harris or Phil Young asks child and parent for an explanation.

START AN EVENT LOG

STILL SUSPICIOUS

Consult with social services duty officer (any time). Inform parents of this action.

STILL SUSPICIOUS

Agree ways forward with Social Services. Social Services request a medical. Obtain parental permission for a medical. Arrange medical with school medical officer. Inform Social Service of findings.

CONFIRMED ABUSE

Safety (Home/Emergency Protection Order) Child Protection Case Conference.

Sexual Abuse Procedures

Disclosure to member of staff.

THERE CAN BE NO CONFIDENTIALITY.

CPOMS + Inform Richard Harris. If Richard Harris is unavailable inform G. Makin / E. Green or Headteacher.

Designated Safeguarding Lead (s) will inform Social Services Duty Officer or Police.

DO NOT INFORM PARENTS

**POLICE AND SOCIAL SERVICES ARE THE
KEY INVESTIGATORS**

They are required to keep the child's welfare paramount and ensure minimum disruption to the child.

EMPHASIS ON THE PRE-INVESTIGATIVE PROCESS

information gathering. Evaluating information.

Planning the investigation at a calm and reasonable pace.

A joint Police/Social Services interview will be carried out.

Joint medical where absolutely necessary.

Parental permission is required.

Police/Social Services seek permission.

Child Protection Case Conference.

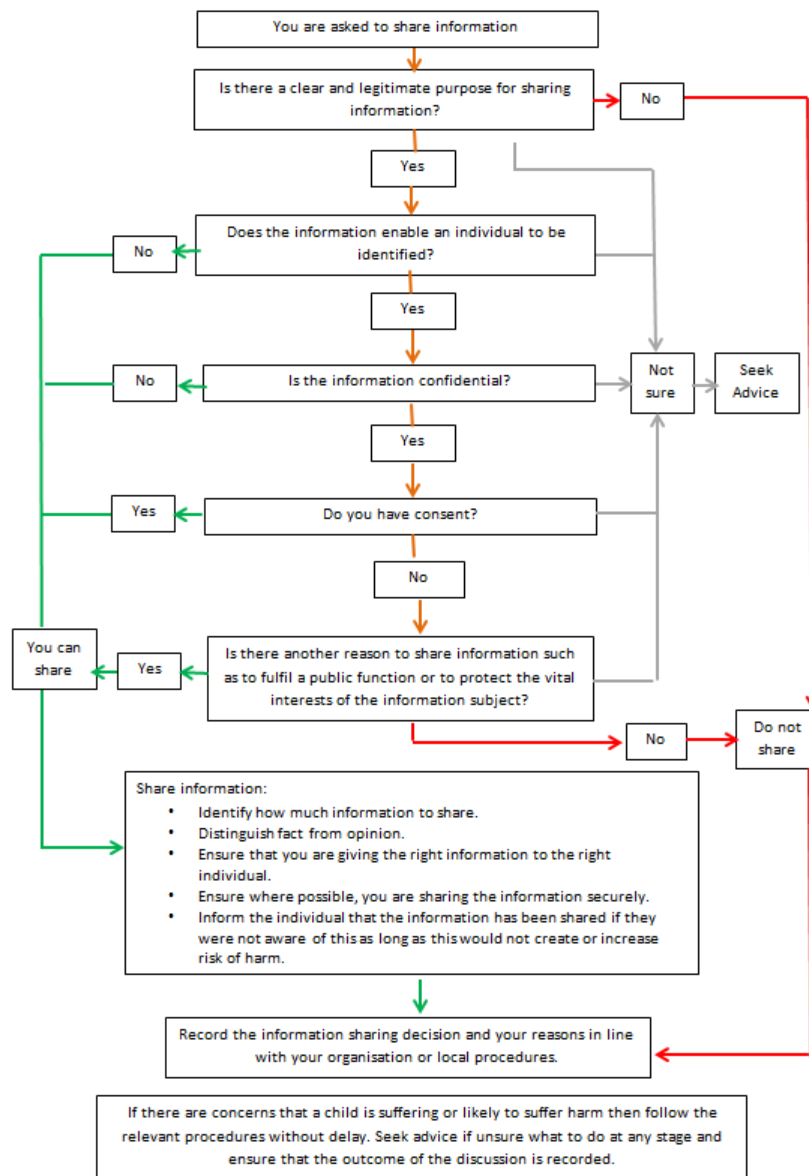
In cases of suspected sexual abuse:

Record carefully various incidents of concern/suspicion.

Contact Social Services Duty Officer for advice and to agree the way forward.

Child Protection Case Conference.

Flowchart of when and how to share information – taken from SCP



PAN CHESHIRE SAFEGUARDING CHILDREN PARTNERSHIP

STEP 4 ■ The SCP Chair will seek written representation, and

STEP 4 (NO LATER THAN DAY 16 – TO BE CONCLUDED BY DAY 21).

STEP 3: The Senior Manager will escalate to the **SCP Board Representative** who will arrange a meeting to seek resolution. If agreement cannot be achieved the matter should be brought to the attention of the **SCP Business Manager (using the form at Appendix A) who will refer the matter to the SCP Chair**

STEP 3 (NO LATER THAN DAY 9 – TO BE CONCLUDED NO LATER THAN DAY 14)

STEP 2: The **Line Manager/Safeguarding Lead** should discuss the concerns/response with their opposite manager in the other agency. If resolution cannot be achieved professionals must notify their **Senior Managers** (or in the case of schools the Chair of Governors alongside the Head)

STEP 2 (NO LATER THAN DAY 3- TO BE CONCLUDED BY DAY 9)

STEP 1: When concern regarding practice or decision-making by a professional/agency arises initial attempts should be made **between workers** to resolve the issue. If resolution cannot be achieved professionals must escalate to the **safeguarding lead and/or team manager** in their organisation.

STEP 1 (DAY 1) – TAKE ACTION WITHIN 24 HOURS OF CONCERN ARISING

At all steps of the process decisions should be taken in a timely way and shared with the relevant professional who is involved with the service user(s).

Details of the disagreement, the decisions taken, and the outcomes must be recorded on the child's file. Parents and carers should also be informed of the escalation and outcome (unless doing so would place the child at risk of significant harm).

Senior Managers should ensure there is a system in place within agencies to evidence and report on all escalations at steps 2 – 4.

1 UNIVERSAL - Quality First Teaching



https://weaverhamhighschool-my.sharepoint.com/:w:/p/clare_morgan/EdWaVHQXw1kAsq4op21c8CG6u-rDjm3uD9P1?e=sA7e-4tu64u

- ✓ The Weaverham Way – our T&L philosophy which is underpinned by Safe Ready Respect
- ✓ PPR to Support
- ✓ Work Review
- ✓ Rich, broad & balanced curriculum to meet the needs of our diverse learners
- ✓ No Opt-Out for all pupils
- ✓ SEND policy <https://www.weaverhamhighschool.com/assets/2019/10/SEND%20Policy%20-%202019.pdf>
- ✓ Quality Assurance process that ensure Everyday Excellence and consistency in every classroom
- ✓ Collaborative Coaches to provide peer to peer support for staff
- ✓ Differentiated SLT support for Departments
- ✓ Subject specific CPD to ensure high academic outcomes for pupils
- ✓ Students knowledge and understanding supported through Knowledge Tools
- ✓ Frequent low stake testing to support pupils recall, memory and application which ensures progress
- ✓ A clear assessment cycle underpinned by effective moderation
- ✓ STEM
- ✓ In-class intervention
- ✓ Effective CPD to support our plan to embed complex thinking into our lessons
- ✓ Aspiring Senior & Middle Leaders Pathway
- ✓ ECT specific programme
- ✓ Challenge for all philosophy
- ✓ CSTVA to support T&L <https://cvtsa.co.uk/>
- ✓ Whole school literacy focus
- ✓ Consistent Practice Expectations
 - Uniform, punctuality, equipment
 - T&L
 - Department Tracking
- ✓ Best Work Policy



Risk Indicator

- Attendance below 93%
- Reading age – below chronological by 6 months+
- Primary Transition info (Yr 7 only)
- Below MEG (key cohorts targeted)
- B4L Grade (3s and below)
 - Department Trend
 - Uniform, Equip, Lates
- SLT Call Outs
- FTE x 2
- Parental request
- PP Status
- Work review
- PPR

3 EXTERNAL - Quality Personalised Support

- ✓ Alternative Provision
- ✓ SEND Outreach – Greenbank Special School, The Russett
- ✓ Autism Service https://weaverhamhighschool-my.sharepoint.com/:b:/p/richard_harris/EcN0q_821TFEaUQqk2hWckBHQCUncr28Zrkw-eC75lLvw?e=Z9zbFX
- ✓ Speech & Language Advice Line – Tuesdays 12.00 - 4.30 Tel: 07825 103893
- ✓ Virtual School
- ✓ Ed Psychologist
- ✓ Medical Needs Team
- ✓ Anchor House
- ✓ Education Access Team
- ✓ MPLOY Work placement / careers support.

2 INTERNAL - Quality intervention



- ✓ Weaverham Intervention – overcoming barriers to success (literacy, numeracy etc)
- ✓ Mentoring
- ✓ PPR
- ✓ Trellison
- ✓ EAL program
- ✓ Reintegration Studio
- ✓ Not Secondary Ready Literacy and Numeracy
- ✓ KS4 Weak readers
- ✓ The Hive – SEND specific support <https://www.weaverhamhighschool.com/assets/2019/11/What-Goes-on-in-The-Hive.docx.pdf>
- ✓ SEND –in house specific 1:1 support
- ✓ One Page Profiles
- ✓ Learning passports
- ✓ Subject specific intervention
- ✓ Challenge agenda
- ✓ Power Hour
- ✓ Breakfast Club
- ✓ Learning Support Assistant – targeted in class support
- ✓ Achievement Coordinator – targeted support
- ✓ Pupil Premium Champion – 1:1 & small group support
- ✓ PEP meetings – bespoke intervention for CIC
- ✓ B4L Support

Assessments to consider

- Dyslexia skills screening test
- STAR Reading Test
- EXACT – Access arrangements
- CATS
- SALT referral form
- NGRT
- EAL Flash Academy
- Round Robin
- IDL Numeracy and Literacy

1 UNIVERSAL – Be The Best Version Of You



- ✓ Weaverham Safe Ready Respect understood by all stakeholders
- ✓ Safeguarding Policy understood by all
<https://www.weaverhamhighschool.com/wp-content/uploads/2021/01/Child-Protection-and-Safeguarding-Policy-2020.pdf>
- ✓ Staff Supervision available for all (1:1/group)
- ✓ PSM Support – wishes and feelings
- ✓ Pivotal Behaviour approach to supporting pupils’ attitude to learning
PivotalEducation.com E ask@pivotaleducation.com
- ✓ Consistent Practice Expectations
- ✓ Behaviour for Learning Grades are applied consistently
- ✓ Reward Everyday Excellence – attitude to learning / In it to win it.
- ✓ Attendance Strategy in place and understood by all – First Call, Expectations, Celebration
- ✓ Year group assemblies & Wellbeing Focus Weeks
- ✓ Votes for Schools – weekly opportunity to explore themes, consider viewpoints, debate and reflect.
- ✓ LIFE lessons – Includes Emotional Health and Wellbeing
- ✓ Diversity Club
- ✓ Trauma Training for all staff <https://westcheshirechildrenstrust.co.uk/our-way-of-working/training-for-you/>
- ✓ Attachment Training (Attachment Friendly Award) https://www.weaverhamhighschool.sharepoint.com/:s/y/r/ksaed_hamlyT5WfE612z06rGjDvD0qABk0dPFVWJLay52_4DUN9z7m-Gelnyk
- ✓ Leadership Pathway for all year groups
- ✓ CIAEG & independent advice and guidance- Gatsby benchmark met
- ✓ Extensive after school activity programme (including Gardening Club)
- ✓ Residential opportunities – UK and abroad
- ✓ Duke of Edinburgh (Open to all Year 9 pupils)
- ✓ Camps International
- ✓ Mental Health Ambassadors
- ✓ Anti Bullying Ambassadors
- ✓ School Nurse
- ✓ Wellbeing section on website – signposts to support (Kooth etc)
- ✓ Leading Parent Partnership Award
- ✓ Year 7 only playground

SLT Triage after HOY referral.

Risk Indicator

- Attendance below 93%
- CPOMS Referral
- B4L (3s and below)
- SLT Call outs
- FTE (2 or more)
- SEND – EHCP/K
- PSM Referral
- Parental Referral
- Operation Encompass/MARAC
- Police referral
- Tutor referral
- Self exclusion / truancy

Assessments to consider

Strengths & Difficulties Questionnaire

Connors Questionnaire

Wishes and Feelings

Assessment of progress ADHD checklist

ADHD rating scale

ASC Questionnaire for teachers

Social Skills Questionnaire

Sensory Processing Questionnaire

Autism in girls checklist

Checklist for social communication difficulties

2 INTERNAL -Quality intervention



- ✓ Weaverham Intervention offer
- ✓ One Page Profiles <https://weaverhamhighschool.sharepoint.com/sites/OPP>
- ✓ Individual Risk Assessment for pupils
- ✓ PIPs
- ✓ SEND Learning Passport
- ✓ Student tracking / monitoring
- ✓ Challenge ethos
- ✓ Re-integration Studio
- ✓ Level Up
- ✓ Motivational Interviewing
- ✓ Learning Conversations <https://weechwethinc.kidrestrust.co.uk/our-way-of-working/learning-conversations/>
- ✓ Wilderness Therapy
- ✓ ELSA
- ✓ Senior Mental Health Lead in place
- ✓ Next Steps
- ✓ TAF <https://www.attachmentfriendlyaward.com/attachment-friendly-award/>
- ✓ Attendance Support – EBSNA, Attendance Panel
- ✓ Our Way of Working Training https://www.weaverhamhighschool.sharepoint.com/:s/y/r/ksaed_hamlyT5WfE612z06rGjDvD0qABk0dPFVWJLay52_4DUN9z7m-Gelnyk
- ✓ Parenting Course https://www.weaverhamhighschool.sharepoint.com/:s/y/r/ksaed_hamlyT5WfE612z06rGjDvD0qABk0dPFVWJLay52_4DUN9z7m-Gelnyk
- ✓ In-school Counsellors
- ✓ Peer to Peer Mental Wellbeing Ambassadors
- ✓ Rowing programme
- ✓ Pupil leadership and Ethos Leaders
- ✓ Bespoke step-out.

3 EXTERNAL -Quality Personalised Support

- ✓ Alternative Provision – Queensbury, Impact.
- ✓ Equine Therapy
- ✓ Case supervision for PSWs
- ✓ ~~Good~~ Mental Health Support
- ✓ Family Support Workers
- ✓ Child and Educational Psychology Service
- ✓ CAMHS <https://www.cheshireandmanchestersouth.nhs.uk/child-and-adolescent-mental-health-services/>
- ✓ CYP Wellbeing Hub – Advice or consultation prior to CAHMS (01606 555120)
- ✓ Young People’s Services
- ✓ I-Art & Multi Agency Toolkit <https://www.attachmentfriendlyaward.com/attachment-friendly-award/>
- ✓ Community Paediatrician (Behaviour pathway)
- ✓ Early Help & Prevention Team
- ✓ Direction off site
- ✓ TAF Adviser <https://www.attachmentfriendlyaward.com/attachment-friendly-award/> 0796666266
- ✓ IART (safeguarding) 03001237047
- ✓ Pathway to Adulthood [link to Provision for Adulthood Strategy 2019-2023](https://www.attachmentfriendlyaward.com/attachment-friendly-award/)

Appendix 5

