



Challenge for Achievement

Child Protection & Safeguarding Policy

Document Control: This is a model policy to be used by all academies in the Trust

Trust version reviewed and approved by:	Trust Board December 19
Legally Checked by Brown Jacobson:	Autumn Term 2019
Adapted by:	The Russett School 21 st January 2020
Next review date:	Autumn Term 2020

Working in Partnership with



THE RUSSETT SCHOOL

Child Protection and Safeguarding Policy

Table of Contents

Policy statement and principals	4
Child protection statement	4
Policy principles	4
Policy aims	4
Safeguarding legislation and guidance	5
Roles and responsibilities	6
The Designated Safeguarding Lead (DSL):	6
The deputy designated safeguarding lead(s):	6
Referral to children’s social care	7
Reporting directly to child protection agencies	7
Good practice guidelines and staff code of conduct	7-8
Abuse of position of trust	8
Whistle blowing if you have concerns about a colleague	8
Allegations against staff	8-9
Children who may be particularly vulnerable	9-10
Children missing education	10
Staff training	10
Safer recruitment	10
Volunteers	10
Contractors	11
Site security	11
Extended school and off-site arrangements	11
Child protection procedures	11
Recognising abuse	11
Taking action	11
If you are concerned about a pupil’s welfare	11-12
Disclosure	12
Notifying parents	12
Confidentiality and sharing information	12-13
Records and monitoring	13
Bullying	13

Peer on Peer Abuse	14
Sexual exploitation of children	16
Other forms of risk or abuse (vulnerable groups).....	16
Radicalisation and Extremism	16
Criminal exploitation of children -----	17
Private fostering arrangements	17
Related safeguarding portfolio policies	17
Special Circumstances	
Looked after children	17
Work Experience	17
Children staying with host families -----	17-18
Appendices.....	18
1. Four categories of abuse	18
Physical abuse	
Emotional abuse	
Sexual abuse	
Neglect	
Indicators of abuse -----	19-20
2. Child Sexual Exploitation (CSE)	19
3. Honour Based Violence (HBV)	20
4. Female Genital Mutilation (FGM)	20 - 21
5. Forced Marriage	21
6. Safeguarding pupils vulnerable to extremism	21
7. Essential Contacts	22
8. Related Safeguarding Policies and Procedures	23
Equality Statement.....	24

Policy statement and principals

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating’

– Keeping Children Safe in Education 2019

This policy is one of a series in the Trust’s integrated safeguarding portfolio.
A Child Protection and Safeguarding Policy must be displayed on School websites.

Our core safeguarding principles are:

- the Trust’s responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- to involve the Trust community of Directors, Governors, pupils, parents and staff
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

The Trust recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils and young people. We endeavour to provide a safe and welcoming environment in all our academies where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, specialist support, volunteers, Directors, governors and are consistent with Cheshire West’s Safeguarding Children Partnership <https://www.cheshirewestscp.co.uk/> and is in line with “Working Together to Safeguard Children” (2018) <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and Keeping Children Safe in Education (2019) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All Trust Directors, Governors, staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils, Trust and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all adults with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the Trust’s commitment with regard to child protection to pupils, parents and other partners

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

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

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2019
- What to do if you're worried a child is being abused 2015
- The Statutory Framework for the Early Years Foundation Stage

1. Roles and responsibilities

Key personnel

Key personnel in the Trust can be contacted on 01606 855831

Chief Executive Officer – Catherine Lewis

Key personnel in: The Russett School can be contacted on

The designated safeguarding lead (DSL) for Safeguarding and child protection is:	Ms Kathryn Richardson Deputy Head of Academy
The deputy designated leads are:	Mrs Catherine Lewis Executive Head Teacher Mrs Jessica Dennis Deputy Head of Academy
The nominated Safeguarding and Child Protection Governor is:	Mrs Frances Beck Chair of LGC
The Executive Head is:	Mrs Catherine Lewis

The Trust states that all Academies should appoint a member of the senior leadership team to coordinate child protection arrangements.

The Designated Safeguarding Lead (DSL) in The Russett School

The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the academy. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publically available
- advising and supporting staff on child protection and safeguarding matters
- encouraging a culture of listening to children
- managing safeguarding referrals to children’s social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the “case manager” and the designated officer(s) at the local authority where allegations are made against staff
- making staff aware of Cheshire West’s Safeguarding Children Partnership training courses and the latest local safeguarding arrangements
- transferring the child protection file to a child’s new school
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training

The Deputy Designated Safeguarding lead(s) (DDSL) in The Russett School

They are trained to the same level as the DSL and support the DSL with child protection and safeguarding matters as appropriate. In the absence of the DSL, the Deputy DSLs carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

2. Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child. The DSL will keep in contact with the allocated social worker and attend any strategy discussion if required.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the CEO/Executive Headteacher/headteacher/Head of School and the chair of the LGC are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

NSPCC helpline 0808 800 500 or help@nspcc.org.uk

3. Good Practice Guidelines & Conduct of Staff

The Trust has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Staff will have access to Keeping Children Safe in Education 2019 on appointment/induction and have read and understood part one and Annex A as a minimum.

All staff should be aware of the dangers inherent in:

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

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

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse

- reading and understanding the Trust's/Academy child protection/Safeguarding policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

See staff handbook for code of conduct which reflects the Trust/Academy's values and ethos.

4. Abuse of position of trust

All Trust and associated staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the Trust's staff and a pupil under 18 may be a criminal offence.

5. Staff/pupil online relationships

The Trust/Academy provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

The Trust and its academy will always seek permission from parent/carers to use images for newsletters/websites/facebook and other marketing. Staff and pupils names must not be included.

6. Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The Trust's whistleblowing policy (available to all staff in safeguarding handbooks, staff bathrooms and from academy office) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head of Academy . Complaints about the Head of Academy should be reported to the chair of the Local Governing Committee and/or the Trust. If it is the Executive Head Teacher/Chief Executive Officer it should be reported to the Chair of the Trust Board.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

7. Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. Staff must report to the Headteacher using a yellow cause for concern form - available in all staff toilets. Where an allegation involves the Headteacher, allegations must be taken to chair of the Local Governing Committee (LGC). If it is the Chief Executive Officer/Central Team staff it should be reported to the Chair of the Trust Board. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2019)* and in the Trust's Allegations of Abuse Against Staff policy and procedures.

Allegations concerning staff who no longer work at the Academy, or historical allegations will be reported to the police.

8. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

9. Pupils with Special Educational Needs and disabilities

As a Trust with pupils with special educational needs we are aware that children with special educational needs (SEN) and disabilities are at greater risk of abuse. Additional vulnerabilities for children with disabilities may include:

- Greater risk of social isolation, fewer contacts
- Dependency on parents / carers for practical/ intimate care
- Impaired capacity to resist or avoid
- May have speech, language communication needs
- Often may not have access to someone they trust to talk to
- Especially vulnerable to bullying and intimidation
- Dependency on residential/ hospital services
- Over identifying with parents, reluctance to accept abuse may be taking place, difficulties of caring for a disabled child.
- Not knowing enough about the child and usual behaviour
- Unable to understand child's means of communication
- Lack of knowledge about the impact of disability on the child
- Disability masking or deterring an appropriate investigation
- Delays in responding to concerns

Children with special educational needs may be harmed through:

- Misuse of medication to manage behaviour
- Inappropriate restraint, sanction
- Humiliation, intimidation, verbal abuse, having needs ignored
- Insufficient time given for a child with impairments to have meals etc, not given enough help with feeding
- Removing batteries from a wheel chair to restrict movement, solely for carer's convenience.

- Bruising that might not be concerning in an ambulant child
- Lack of stimulation
- Rough handling, inappropriate sanctions

Taken from national guidance: Safeguarding disabled children: practice guidance

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

10. Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The Headteacher will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the Academy day. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

11. Staff training

It is important that all staff receive training and regular updates to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff, Directors and Governors will receive a briefing during their induction, which includes the Trust's child protection policy and Academy's behaviour support policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, Senior staff and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

12. Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2019) and the Cheshire West's Safeguarding Children partnership by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after Academy care for children under eight) are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school.

The Academy obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the Academy have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

All our Academies maintains a single central record of recruitment checks undertaken.

13. Volunteers

Volunteers, including Directors and governors will undergo checks commensurate with their work in the Trust, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

14. Contractors

Our Academies checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the Academy pupil day.

15. Site security

Visitors to the Academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Trust's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

16. Extended Academy and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended Academy activities are provided by and managed by the Academy, our Trust child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our Academy we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

17. Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2019) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Taking action

Any child, in any family in any Academy could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL- record via **cause for concern form** located in all staff toilets. Hand to DSL/DDSL.
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, appearance may have changed, or physical signs may have been noticed. In

these circumstances, staff will try to give the pupil the opportunity to communicate if they are OK or if they need help in any way.

Staff should use the **cause for concern form** to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

18. If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- 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’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **cause for concern form** and hand it to the DSL as soon as possible
- seek support if they feel distressed.

19. Notifying parents

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

Our focus is the safety and wellbeing of the pupil. Therefore, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

20. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality.

Staff should only discuss concerns with the DSL, DDSL, Headteacher or chair of the LGC or Trust (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in Academies had failed to act upon concerns raised by staff, *Keeping Children Safe in Education* emphasises that **any** member of staff

can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with our Retention and Destruction Policy and the Data Protection Act 2018.

Information sharing will take place in a timely and secure manner and where it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate. Information sharing decisions will be recorded, whether or not the decision is taken to share.

21. Records and monitoring

Record of concern forms and other written information are stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every pupil attending The Russett School has an electronic file held on the **CPOMS system** detailing:

- Chronology
- Key Contacts - parents, social workers
- Attendance
- Minutes of meetings
- Reports
- Cause for concern details (original copy kept in Yellow File)
- Referrals
- Category of concern
- Pupils file notes – details of discussions between school and home or discussions with other professionals
- Additional requests for information for example; pupil voice, wishes and feeling

Hard copies of records or reports relating to safeguarding concerns will be kept in a separate, confidential file, securely stored away from the main pupil file.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the Academy/Trust or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Executive Headteacher/Head of Academy or the Data Protection Officer.

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

22. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed via our Anti Bullying Policy.

23. Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the Academy's **anti-bullying procedures** where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the Academy's policy and procedure regarding peer on peer abuse.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault or rape
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **upskirting**, which involves taking a picture under a person's clothing without their knowledge
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. All peer on peer abuse is unacceptable and will be taken seriously.

At our Trust, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows:

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the

problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2019)*.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

24. Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

25. Online safety

As academies increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation. We have ensured that appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online.

26. Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children’s social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

27. Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child’s physical and emotional health. It may also be linked to child trafficking.

The Academy includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn’t recognise the coercive nature of the relationship and doesn’t see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

28. Other types of risk/abuse

Guidelines for different types of abuse including Female Genital Mutilation (FGM), Honour Based Violence (HBV), Forced Marriage (FM), Child Sexual Exploitation (CSE) are included within the appendix.

29. Radicalisation and Extremism

“From 1 July 2015 all schools and childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” - The Prevent duty

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and Academies should also remain alert to the risk of radicalisation into white supremacy extremism.

Our Trust Academies, like all others, is required to identify a Prevent **Single Point of Contact** (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism (this will normally be the Designated Safeguarding Person). The SPOC for The Russett School is Kathryn Richardson.

Trust staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the Trust follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

30. Criminal exploitation of children

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs exploiting children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

All staff are made aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

County lines exploitation can affect any child under the age of 18 years. It can still be exploitation even if the activity appears consensual, can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. County lines exploitation can be perpetrated by individuals or groups, males or females, and young people or adults and is typified by some form of power imbalance such as age, gender, cognitive ability, physical strength, status, and access to economic or other resources.

31. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the Academy must notify the local authority of the circumstances.

32. Related safeguarding portfolio procedures

This policy should be read alongside our other safeguarding procedures, which are set out in appendix 9.

33. Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The Trust ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

34. Work Experience

The academy has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2019)*.

35. Children staying with host families

The academy may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during academy terms and we will work with the local authority to check that such arrangements are safe and suitable.

It is not possible for academies to obtain criminal record information from the DBS about adults abroad. Where pupils stay with families abroad we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

The academy follows the guidance in Annex E of *Keeping Children Safe in Education (2019)* to ensure that hosting arrangements are as safe as possible.

Appendices

1. Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- low attendance, arrive late or leave the Academy for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their Academy/curriculum work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

2. Child Sexual Exploitation

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- go missing from home, care or education.
- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers

- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- be involved in petty crime such as shoplifting
- have unexplained physical injuries
- have a changed physical appearance, for example lost weight.

Taken from NSPCC website <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/signs-symptoms-and-effects/>

Cheshire West's Safeguarding Children partnership PAN-Cheshire Screening tool is also a useful document to reference in procedures and to use in practice in helping assess if there are concerns about risk of CSE.

3. Honour-Based Violence

'Honour-based' violence (HBV) 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 HBV are abuse.

4. Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons -reporting suspected cases is mandatory. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so Trust staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

The following are some signs that the child may be at risk of FGM:

- A female child is born to a woman who has undergone FGM or whose older sibling or cousin has undergone FGM;
- The family belongs to a community in which FGM is practised or have limited level of integration within UK community;
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- If a female family elder is present, particularly when she is visiting from a country of origin, and taking a more active / influential role in the family;
- The family makes preparations for the child to take a holiday, e.g. arranging vaccinations, planning an absence from school;
- The child talks about a 'special procedure/ceremony' that is going to take place;
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family;
- Repeated failure to attend or engage with health and welfare services or the mother of a girl is very reluctant to undergo genital examination;

- Where a girl from a practising community is withdrawn from Sex and Relationship Education they may be at risk from their parents wishing to keep them uninformed about their body and rights.

Consider whether any other indicators exist that FGM may have or has already taken place, for example:

1. The child has changed in behaviour after a prolonged absence from education;
2. The child has health problems, particularly bladder or menstrual problems;

The child has difficulty walking, sitting or standing and may appear to be uncomfortable

5. Forced Marriage (FM)

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

6. Safeguarding pupils 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 radicalize 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.

The Russett 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. The Russett 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

The Russett 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 Trust, LGC, Executive Headteacher and the Designated Safeguarding Person will assess the level of risk within the Academy and put actions in place to reduce that risk. Risk assessment may include consideration of the Academies RE curriculum, SEND policy, assembly policy, the use of Trust/Academy premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the Trust’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 Trust and Academies, like all others, is required to identify a Prevent **Single Point of Contact** (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism (this will normally be the Designated Safeguarding Person). The SPOC for The Russett School is Kathryn Richardson.

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

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

7.Essential Contacts	
Contact	Name/ Number
Designated Safeguarding Person	Ms Kathryn Richardson
Deputy designated Safeguarding Lead	Mrs Catherine Lewis
Deputy designated Safeguarding Lead	Mrs Jessica Dennis
Nominated Governor for Safeguarding	Mrs Frances Beck
Chair of the Local Governing Committee	Mrs Frances Beck
Nominated Director for Safeguarding	Mrs M Chapman

Local Authority Designated Officer (LADO)	Duty LADO 0151 3374570
Local Authority Safeguarding Children in Education [SCiE]	Jeanette Cain – SCiE Manager Tel: 01244 976778 Pam Beech Northwich and Winsford Area SCiE Officer 0151 356 6566
Human Resources	Eleanor Drabble HR Consultant Browne Jacobson 0161 – 300 8023 Mobile: 07748 907 614
Children's Social Care Integrated Support and Access Team [i-ART] 8:30- 5pm Mon-Thurs 8.30-4.30pm Fri	
Emergency Duty Team (out of hours) 4.30pm-8am Mon-Thurs From 4pm Friday 24hours weekends and bank holidays	
Safeguarding Children Partnership	
Schools Health Advisor	
Child and Adolescent Mental Health Services [CAMHS]	
Police Prevent concerns:	0845 458 0000 101 (for non-emergencies) 999 in case of an emergency Local Prevent Team-
Safer Schools Team	
Local Policing Unit	
TAF Advisor	

9.Related Safeguarding policies and procedures

- Staff handbook-code of conduct
- CSSC Positive Behaviour Support Policy
- Health and Safety Policy
- Safe Recruitment and Selection Protocol

- Critical Incident Procedure
- Contractors and Work Personal Protocol
- Mobile Phone Protocol
- 'Sun Smart' Protocol
- Anti-Bullying Protocol
- First Aid Procedure
- Educational and Off Site Visits Policy
- Intimate Care Protocol
- Internet and E-Safety
Home Visits Protocol
- Code Red Procedure
- Cheshire West Safeguarding Children Partnership's Safeguarding procedures

Equality Statement

On considering this policy there are no significant issues. Equality will always be reviewed as and when necessary or in the light of any changes.

In accordance with its Public Sector Equality Duty, the Trust has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff or pupils who have a protected characteristic (age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, with the meaning of the Equality Act.

The CEO/Headteacher/Head of Academy will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics