



Safeguarding / Child Protection Policy

Autumn 2020



Brierley Primary School & Little Bears Nursery
Mirion Street
Crewe
Cheshire
CW1 2AZ

SAFEGUARDING / CHILD PROTECTION POLICY

Nurture, Aspire, Believe, Achieve

Persons responsible for the Policy:	Mrs H Cunningham Mrs R Bridgett
Date Approved:	Autumn 2021
Signed:	Full Governors
Date for Review:	Autumn 2021

At Brierley Primary School the named personnel with designated responsibility for Child Protection and Safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Mrs H Cunningham Mrs R Bridgett	Mrs C McIntosh Mrs G Walker Mrs J Faddes	Mr C Parker

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

Designated Senior Manager (normally the Head teacher)	Chair of Governors (in the event of an allegation against the Head teacher)
Mrs C McIntosh	Mr M Birchall

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

Designated teacher for cared for children
Mrs H Cunningham Mrs R Bridgett

Brierley Primary School has adopted the Cheshire East model safeguarding policy, personalising it to the policy and procedures in our school

INTRODUCTION

At Brierley Primary School we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body in our school approve the S175/157 return to the Cheshire East Safeguarding Children's Partnership (CESCP) on a yearly basis.

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

- Cheshire East Local Safeguarding Children Procedures;
- Working Together to Safeguard Children (April 2018);
- 'What to do if you are worried a child is being abused' – Guidance for Practitioners March 2015;
- Keeping Children Safe In Education (September 2020);
- Statutory Framework for the Early Years Foundation Stage (April 2017);
- Guidance for Safer Working Practice for staff working in education settings. (October 2019);
- School online safety policy;
- Staff Code of Conduct;
- Staff use of mobile phones and Social Media Policy;
- Preventing and Tackling Bullying DFE (July 2017);
- Designated Teacher for Looked-After and Previously Looked-After Children Policy.

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

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

In our school we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection;
- All staff act on concerns or disclosures that may suggest a child is at risk of harm;
- Pupils and staff involved in Safeguarding issues receive appropriate support;
- Staff adhere to a Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting;
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place;
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another.

Adults understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.

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

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

In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2019) and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

Aim

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.
- To raise awareness of all staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- To promote safe practice and encourage challenge for poor and unsafe practice.
- To promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children, especially with Children's social services and the Police.
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children
- To ensure that staff understand their responsibility to support pupils who have suffered abuse in accordance with their agreed plan e.g. Child in Need/ Child Protection Plan.

SCOPE OF THIS POLICY

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

This policy is consistent with Cheshire East Safeguarding Children's Partnership (CESCP) child protection procedures.

DEFINITIONS

Child Protection

The activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Early Help

The provision of support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

Staff

Those working for or on behalf of the school/education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.

Child

All young people who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however the policy will extend to visiting children and students from other establishments.

Parent

Birth parents and other adults who are in a parenting role e.g. carers, step-parents, foster parents, and adoptive parents.

Sexting (also known as youth produced sexual imagery)
the sharing of sexual imagery (photos or videos) by children

Children

Everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

Prevention

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including

people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.

- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- We ensure that appropriate filters and appropriate monitoring systems are in place; however we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children.
- Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum.
- Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach.
- We comply with ‘Working Together to Safeguard Children’ 2018 and support the Cheshire East Safeguarding Children’s Partnership (CESCP) Timely Support for Children and Families in Cheshire East, this document supports professionals to access the right help and support for children and their families at the right time. We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- The voice of the child is paramount; therefore our pupils are actively involved in safeguarding development. There is an established student group/student involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays.
- We consult with, listen and respond to pupils; our school’s arrangements for this are monthly meetings with the school safeguarding team who discuss how to make our school an even safer place to be.
- We use research evidence to inform our prevention work.

Early Help

All staff understand the Cheshire East Safeguarding Children's Partnership (CESCP) 'Continuum of Need' and Child Protection procedures; to ensure that the needs of our

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

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

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

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where Domestic abuse is identified.

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

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

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

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

There is adequate signposting to external sources of support and advice for staff, parents and pupils. Posters on the back of both staff and pupil toilet doors identify and signpost external support such as childline and domestic abuse support available in the local area.

Concerns About A Child – Recording And Reporting

Our recording procedures are in line with those outlined in Cheshire East's "Recording and Reporting Guidance." September 2019; the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

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

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

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

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

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

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

- Discussion would impede a police investigation or social work enquiry;
- Sexual abuse is suspected;
- Organised or multiple abuse is suspected;
- Fabrication of an illness is suspected;
- Female Genital Mutilation (FGM) is suspected;
- Forced marriage is suspected;
- Honour Based Abuse;
- Extremism or radicalisation is suspected;
- County Lines activities are suspected.

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

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

follows the procedures for that authority.

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

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

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

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

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

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

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

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

Safe Working Practices

Use of Mobile Phones, Cameras and Internet

The school and staff take safeguarding seriously and understanding this policy is overarching. We refer to the staff use of mobile phones and social media policy, code of conduct and Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2019'.

Personal Mobile and Electronic Devices:

Personal mobile phones and recording devices (tablets, cameras, laptops etc.) are never used with children around by staff at Brierley Primary School.

If staff have personal phones or devices these are stored away and will be switched off or on silent whilst during the teaching day. In exceptional circumstances permission by the Headteacher may be granted to have personal phones on their person.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

It is the responsibility of all the staff members to ensure that there is no illegal or inappropriate content stored or used on their device when brought onto the school grounds.

School Devices

School devices remain the property of Brierley Primary School and in using them staff follow Brierley's Acceptable Use Policy. Staff must seek permission from the Headteacher if they need to take any devices off site.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

Camera Photography and Images

Brierley Primary School will obtain parents'/carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

Staff will ensure that Brierley Primary School's designated cameras or recording devices are used appropriately when capturing evidence of work undertaken.

Internet Safety

On school equipment we ensure that appropriate filters and appropriate monitoring systems are in place.

Working Off School Premises

Where staff take school computer / digital equipment / or records in paper form off school site, they do so with the view that they abide by Brierley's data protection policy as well as permission from the Headteacher.

Staff are reminded that information, both in paper or electronic form is sensitive and protected under data protection and should be safe and securely stored off the premises and during transport.

Allegations Against Staff

Support and advice is sought from Children's Services or the Local Area Designated Officer (LADO), and our Personnel/Human Resources advisor whenever necessary.

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

- Behaved in a way that has harmed a child, or may have harmed a child; or
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or

volunteer) posing a risk of harm to children, speak to the headteacher without delay. Where there is a concern about the Headteacher, report to the Chair of Governors and the LADO. Staff are aware that this must be done on the same working day. The school will not internally investigate until instructed by the LADO.

Safer Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Implementing thorough procedures for "Disqualification by association", ensuring that this is recorded on the single central record and staff know that they need to alert the head should there be any change in their circumstances which might impact.
- Maintaining an accurate, complete, up to date Single Central Record.

Staff Training and Updates

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

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

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

The Designated Lead and any Deputy attend CESCP multi agency Safeguarding and

child protection training on an annual basis.

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

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

Looked After and Previously Looked-After Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads.
- We have appointed designated teachers, who are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Children with special needs and disabilities

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

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury

relate to the child's disability without further exploration;

- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

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

Private Fostering

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

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

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

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

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

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

Children Missing out on Education and Missing from Education

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

At Brierley Primary School we follow Cheshire East's procedures for dealing with children that go missing from lessons and/or school, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our

school we ensure we carry out all necessary checks and refer them as CME using the appropriate form so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

Specific safeguarding issues

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

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

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

- Physical Abuse;
- Sexual Abuse;
- Emotional Abuse;
- Neglect;
- Drug/substance/alcohol misuse (both pupil and parent);
- Child sexual exploitation / trafficked children;
- Criminal Exploitation;
- Extremism and Radicalisation;
- Children missing education;
- Domestic abuse;
- Peer relationship abuse/Teenage Relationship Abuse;
- Risky behaviours;
- Problematic and Harmful Sexual Behaviour;
- Sexual health needs;
- Obesity/malnutrition;
- On line grooming;
- Inappropriate behaviour of staff towards children;
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010;
- Self Harm;
- Honour based abuse including - Female Genital Mutilation, Breast Ironing, Forced Marriage;
- Unaccompanied asylum-seeking children;
- Child Trafficking;
- Modern Day Slavery.

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

An overview of specific safeguarding issues and our response are provided within appendix 6.

Governor Responsibilities

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

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

- Has robust Safeguarding procedures in place.
- Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site.
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues.
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the Safeguarding policy and procedures.
- Carries out an annual Safeguarding Audit in consultation with the Governing body, sharing this with the LSCB on request.

Finally

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

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

Staying Safe

Designated Safeguarding Lead	Mrs Bridgett / Mrs Cunningham
Deputy Safeguarding Lead	Mrs McIntosh Mrs Walker Mrs Faddes
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Cheshire East)</i>	0300 123 5012 Cheshire East Consultation Service <small>(Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm)</small> 0300 123 5022 Emergency Duty Team
Safeguarding of children concerns <i>(Children living in other Authorities)</i>	Staffordshire Social Services For more information please contact: Wedgwood Building, Tipping Street, Stafford. ST16 2DH. Tel: 01785 277151
Allegations against an adult working with children	01270 685904/ 01606 288931 <i>Local Authority Designated Officer (LADO)</i>
Police <i>(Emergency)</i>	999
Police <i>(Non-Emergency)</i>	101



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

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

☎ **Tel: 0300 123 5012**

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

Definitions of Abuse

“Working Together To Safeguard Children” 2018

Neglect

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

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

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

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

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

Emotional

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

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

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

Sexual

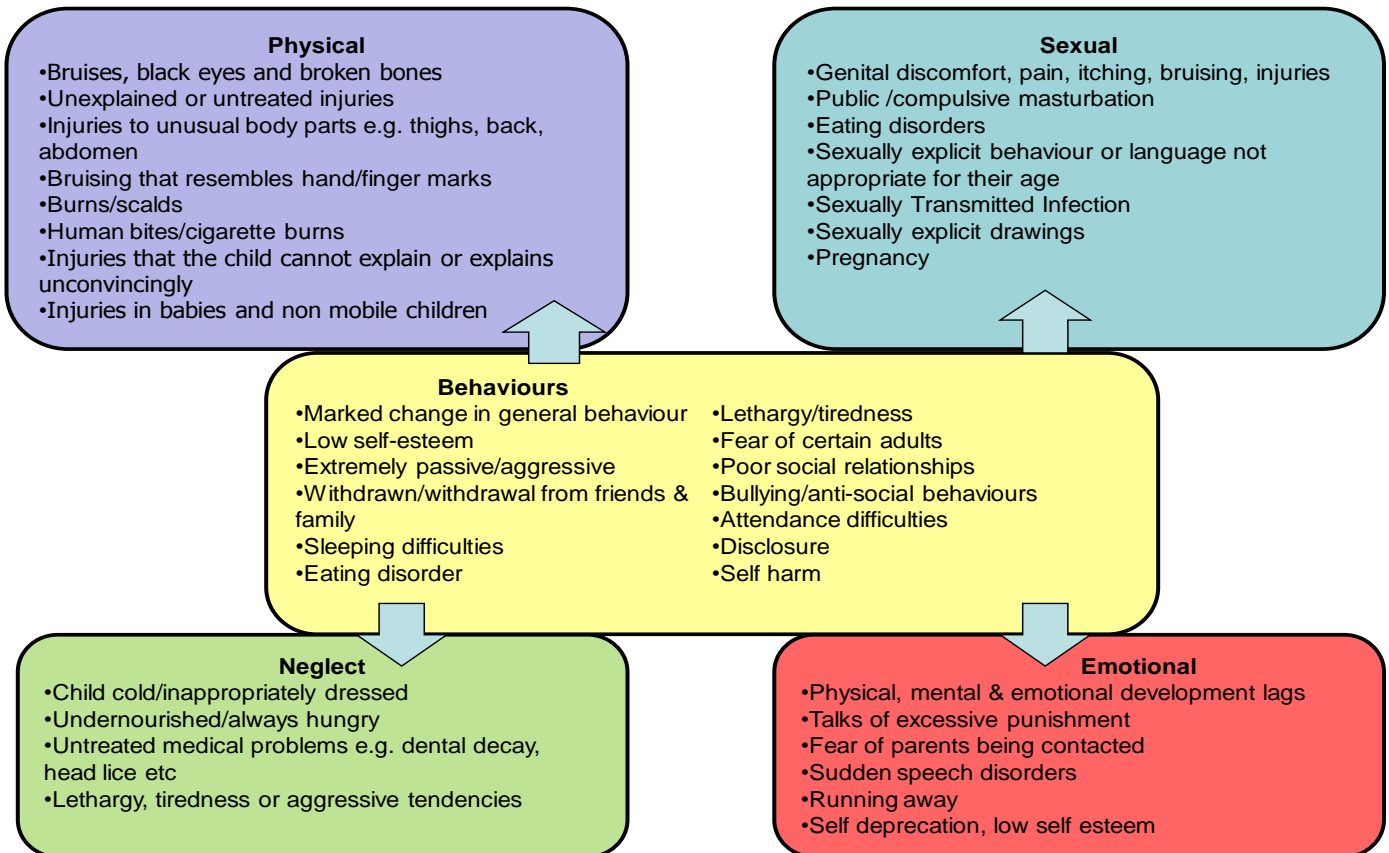
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing,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

Physical Abuse

A form of abuse which may involve:

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

Symptoms of Abuse



Receiving Disclosures:

Receive



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



Tell me what you mean by that?

Explain that to me

Describe that....

Reassure

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



Report and Record

- Make a Brief, accurate, timely and factual record
 - Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
 - The DSL will assess the situation and decide on the next steps
- Things to include:**
- Time and full date of disclosure/incident and the time and full date the record was made
 - An accurate record of what was said or seen, using the child's words as appropriate
 - Whether it is 1st or 2nd hand information
 - Whether the child was seen/spoken to
 - Whether information is fact/ professional judgement
 - Full names and roles/status of anyone identified in the report
 - Sign the record with a legible signature.
 - Record actions agreed with/by the Designated Lead (SMART)
 - Avoid acronyms/jargon/abbreviations



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

Forms of Abuse

Breast ironing also known as Breast Flattening

Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the Designated Safeguarding Lead (and deputies), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Children Missing from Home or Care

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our school are aware of the Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2017-2019.

The association of chief police officers has provided the following definitions a missing person is: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

Push factors include:

- Conflict with parents/carers;
- Feeling powerless;
- Being bullied/abused;

- Being unhappy/not being listened to;
- The Toxic Trio.

Pull factors include:

- Wanting to be with family/friends;
- Drugs, money and any exchangeable item;
- Peer pressure;
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker.

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Suffering from changes in emotional wellbeing;
- Misusing drugs and alcohol;
- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education;
- Not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial

advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend;
- Suffering from sexually transmitted infections or becoming pregnant.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Cyberbullying

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones;
- The use of mobile phone cameras to cause distress, fear or humiliation;
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites;
- Using e-mail to message others;
- Hijacking/cloning e-mail accounts;
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums.

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Domestic abuse/violence

Brierley Primary School believes that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence.

As an Operation Encompass school we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way. We do this We do this with the support of specialist support groups.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children we:

- Have an ethos which puts children's wellbeing at the heart of all that we do;
- Create a predictable school life with set routines;
- Ensure that rules and expectations are clearly stated and understood by all;
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them;
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead;
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that we follow through with any consequences or sanctions;
- Support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*);
- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents;

- Create opportunities for children to feel successful. We let the child know that they matter; taking an active interest in them;
- Accept that they may not be willing or able to talk about it right away (if ever);
- Provide effective, non-verbal, systems for children to access support;
- Provide reassurance that only people who need to know about the incident will know;
- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions;
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

[Children, Young People and Domestic Abuse](#)

Emotional abuse

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- Conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying (including cyberbullying), 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.

Female Genital Mutilation (FGM)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate. Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. The duty for teachers mentioned above does not

apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Indications that FGM may be about to take place:

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights).

Indications that FGM has taken place:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems.
- Unusual/a noticeable change in behaviour after a lengthy absence.
- Reluctance to undergo normal medical examinations.
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.
- Prolonged absences/ persistent unexplained absence from school/college.
- Seek to be excused from physical exercise without the support of their GP.
- Child not allowed to attend extra-curricular activities.
- Close supervision of child by family/carers.

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

Forced Marriage

Staff are aware of Forced Marriage and that it 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.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

Indications that a Child is at risk of Forced Marriage:

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour:

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem;
- Self-harming, self-cutting or anorexia;
- Criminal activity e.g. shoplifting or taking drugs or alcohol;
- Declining performance, aspirations or motivation;
- Not allowed to attend any extra-curricular or after school activities;
- Girls and young women may be accompanied to and from school/college;
- Attending school but absenting themselves from lessons;
- Stopping attendance at school/college;
- A family history of older siblings leaving education early and marrying early.

Actions our school takes in relation to take around Honour Based abuse:

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that we liaise with the other schools.
- The head teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed.
- We check in with the child/children to see if they know and corroborate the purpose of the visit.
- If a return date has been specified and a child has not returned to school, we would contact our Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

Gaming

Online gaming is an activity that the majority of children and many adults get involved in.

The school raise awareness by:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate;
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode;
- Talking to parents about setting boundaries and time limits when games are played
- Highlighting relevant resources;

- Making our children aware of the dangers including of online grooming and how to keep themselves safe;
- Making our children aware of how to report concerns.

Honour Based Abuse

Called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Modern Day Slavery

The Modern Slavery Act came into Force in 2015. Modern Slavery can take many forms including the trafficking of people, forced labour, servitude and slavery.

Staff are aware that:

- A person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour;
- It is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment;
- Any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent;
- Children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harboured for the purpose of exploitation.

Neglect

Staff are aware that 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.
- may occur during pregnancy, for example, as a result of maternal substance abuse.
- once a child is born, 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.
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- may potentially be fatal.

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

If we suspect neglect we will use the Neglect Screening Tool

[http://www.cheshireeast\(CESCP\) .org.uk/docs/neglect-screening-tool.doc](http://www.cheshireeast(CESCP) .org.uk/docs/neglect-screening-tool.doc)

Online Safety

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact;
- grooming;
- online bullying including sexting;
- digital footprint.

The school therefore seeks to provide information and awareness to staff, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors;
- Curriculum activities involving raising awareness around staying safe online;
- Information included in letters, newsletters, web site;
- Parents evenings / sessions;
- High profile events / campaigns e.g. Safer Internet Day;
- Building awareness around information that is held on relevant web sites and or publications;
- Social media policy.

Peer on peer abuse

Children can abuse other children (often referred to as peer on peer abuse, peer relationship abuse and teenage relationship abuse). This 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, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- upskirting, typically this involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

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

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

[Where youth produced sexual images are part of the abuse then schools should consult the Sexting guidance. Sexting in Schools and Colleges](#)

Physical abuse

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Prevent, Radicalisation and Extremism

Preventing radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups;
- Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Brierley Primary School adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2019) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to,

those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

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

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

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by monthly refresher and scenario discussions.

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

Brierley Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

The **Prevent Duty** requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.

In Cheshire East if we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would contact:

Cheshire East Consultation Service (ChECS): **0300 123 5012**

and contact Police Prevent officer **01606 362121** prevent@cheshire.pnn.police.uk

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves;
- Becoming susceptible to conspiracy theories and feelings of persecution;
- Changes in friendship groups and appearance;
- Rejecting activities they used to enjoy;
- Converting to a new religion;
- Isolating themselves from family and friends;
- Talking as if from a scripted speech;
- An unwillingness or inability to discuss their views;
- A sudden disrespectful attitude towards others;
- Increased levels of anger;
- Increased secretiveness, especially around internet use;
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- Accessing extremist material online, including on Facebook or Twitter;
- Possessing extremist literature;
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. Staff should always take action if they are worried.

Where necessary individuals may be discussed at Channel:

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists.

In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc..

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They will contact us afterwards to give us an update.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, 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 or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK](#)

Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two children, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school for advice.

Sexual abuse

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening;
- 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;
- It 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;
- It can take place online, and technology can be used to facilitate offline abuse;

- It 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 peer on peer abuse.

Trafficked Children

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported;
- Looks malnourished or unkempt;
- Is withdrawn, anxious and unwilling to interact;
- Is under the control and influence of others;
- Lives in cramped, dirty, overcrowded accommodation;
- Has no access or control of their passport or identity documents;
- Appears scared, avoids eye contact, and can be untrusting;
- Shows signs of abuse and/or has health issues.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people;
- Relationship with a significantly older partner;

- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links and/or;
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Refer to the Department for Education guidance on mental health and behaviour in schools for more information.