



PENKETH HIGH SCHOOL

Safeguarding and Child Protection Policy 2019-20

**Reviewed by DSL Steven Panter and ratified by Governors – November 2018
(Due to changes to Keeping Children Safe in Education 2018)**

Penketh High School Safeguarding and Child Protection Policy 2019/20

Key Safeguarding Staff

Principal: Mr John Carlin

Chair of Governors: Mr Steve Pennington

Safeguarding Governor: Mrs Vicky Scott

Designated Senior Lead: Mr Steven Panter (Designated Safeguarding lead – DSL)

Welfare team: Miss S. Baron (DSL deputy and Welfare Officer)

Mr M. Jones – Welfare Officer, Mrs Janet Kane (SEMH and welfare officer)

Other trained DSLs: Miss S. Baron (DSL deputy and Welfare Officer)

Policy Reviewed by Governors: November 2018(Reviewed due to key changes to Keeping Children safe in Education 2018)

Next full review due: December 2019

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Introduction

At Penketh High School Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred.

This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education -2018)

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

This policy draws upon the following statutory legislation to keep all of our pupils safe:

- Warrington Safeguarding Children Procedures: <http://www.warringtonlscb.org/>
- Working Together to Safeguard Children (2015)
- DfES Guidance 'What to do if you are worried a child is being abused' (2015)
- Education Act 2002 (section 175) and Children's Act 1989 and 2005.
- Keeping Children Safe in Education (2018)

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

At Penketh High School we will always take a considered and sensitive approach in order that we can support all of our pupils in an effective and timely way.

1.1 Meet the Welfare Team at Penketh High School

Penketh High School operates a safeguarding team approach with a split focus on both early help and child protection.

The team meets every half term and discusses and takes action to safeguard the most vulnerable children in school. The team members are key support staff throughout school who works closely with all year groups to ensure they are safe both in and out of school. The team is as follows:

- Steven Panter: Designated Safeguarding Lead and Welfare Team Lead
- Miss S. Baron (DSL Deputy and Senior Welfare Officer)
- Mr M. Jones and Mrs Janet Kane (Welfare Officers)

Key Functions of the Welfare Team

The DSL will lead the Welfare team and allocate tasks to Welfare team members via regular team meetings. The DSL will have management oversight of the safeguarding work completed by the Welfare team. Below is a list of the some of the tasks that the DSL will undertake:

- Contribute to Combined Assessments, complete DASH risk assessments (in relation to Domestic Abuse), complete CSE screening tools.
- Make contact with Children's Social Care/ Multi Agency Safeguarding Hub (MASH) when there is an identified child protection issue.
- Make referrals to appropriate statutory and non-statutory services for support.
- Support to children and their families by taking the Lead Professional role.
- Attend and deliver Safeguarding Training (whole school training)
- Challenge practice and decisions in line with the WSP Escalation Policy
- Have a thorough understanding of the thresholds for support from Children's Social Care E.g. Children in Need of protection and children in need of care
- Support each other (De Briefing opportunities and reflective learning opportunities)
- Champion and know who your vulnerable children are. The Safeguarding Risk Register should be reviewed at Welfare Team meetings on a regular basis.

The Welfare Team Approach to safeguarding children

This is considered to be the best practice to managing safeguarding at school level. Practically, there is always cover for absence and a number of professionals trained to know what to do if there were concerns about the safety or wellbeing of a child. It also encourages a culture of working collaboratively and making decisions together, with the child at the heart of the team's practice. The team approach is supportive to the DSL, who will as a result of a team structure, no longer works in isolation and take the sole responsibility for safeguarding.

Importantly, the DSL leads the safeguarding team and on a day to day basis decision will be made by the DSL. Team members need to be clear of their role within the team and what is expected from them. Debriefing and reflective practice is an important part of safeguarding practice and should be routinely built into safeguarding team meetings.

Section 1 – Penketh High School's Commitment

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

- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education – 2018)
- Providing a safe environment for children and young people to learn and develop in our school setting. (Keeping Children Safe in education -2018)

- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting. All school and college staff should be prepared to identify children who may benefit from **early help**. (Keeping Children Safe in Education -2018)

Early Help

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

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

Early Help allows for support to be put in place at the right time to meet families’ needs prior to issues reaching crisis point and to reinforce families’ own skills to determine their life course and therefore reducing poor outcomes and inequalities for children and young people. It also helps to break the cycle of families being dependent on services by empowering and enabling them to do things for themselves making them more resilient and independent. Finally, it has a positive effect on cost effectiveness. Early Help is not about specialist services for children, young people and their families. Specialist services are there to support families who are experiencing significant difficulties. These services are provided by social care for children who are at risk of harm.

Early Help is about stepping in to prevent difficulties becoming chronic and helping families overcome difficulties as early as possible. It is also about identifying harmful patterns of care as early as possible, such as those that may be contributing to neglectful patterns of care and intervening early.

For the purpose of this strategy the Children and Young People’s Partnership has decided that the following definition of Early Help will be used by all agencies delivering services across the borough: “Early Help is intervening early and as soon as possible to tackle problems emerging for children, young people and their families, or with a population most at risk of developing problems. Early help can be provided at any development or age milestone in a child or young person’s life.”

Safeguarding in School

Section 2 - Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance ‘Safeguarding Children and Safer Recruitment in Education’ Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. Governors, volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history

and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Disclosure and Barring Service checks and right to work in England checks.

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

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

- This school is committed to keep an up to date single central record detailing a range of checks carried out on our staff.
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- Identity checks will be carried out on all appointments to our school workforce before the appointment is made.

Safer Recruitment Training has been completed by the following staff

Mr John Carlin (Principal)
Mr Steve Pennington (Chair of Governors)
Mrs Vicky Scott (Safeguarding Governor)
Mr Steven Panter (Designated Safeguarding Lead)

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

Safer Practice & Risk

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

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- All Staff work in an open and transparent way;
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern;
- Record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy

- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Risk assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, venues used and transport arrangements where relevant.

Risk assessments are carried out for individual pupils who are deemed to be our most vulnerable, and supported by action plans identifying how potential risks would be managed. These are monitored and reviewed by the DSL and risk is eliminated and reduced where possible. Parents and carers are an important part of this process and are consulted throughout this vital process so their child is kept safe in school to the best of our ability.

The online 'Evolve' system (www.warringtonvisits.org.uk) is used for school trips to ensure that all activities that take place outside of school are risk assessed and managed appropriately so that children are kept safe.

2.3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a designated senior lead (DSL), who is a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Our school will ensure that pupils are made aware that information can be found at the following: e.g. NSPCC, CEOP and other helplines. There is a strong pupil and parent support section on the school safeguarding section of the website.

The importance of our pupil voice

Pupils in our school are treated with dignity and respect and their views are listened to. Schools arrangements for consulting with and listening to pupils include House and School Councils and the Anti-Bullying Ambassadors. Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

Children in our school are consulted about how they want to be kept safe in school and we listen to their ideas and instil our expertise on them around key safeguarding issues through assemblies and learning for life.

There are 12 children in school from all year groups who are part of the School leadership safeguarding group and The DSL meets with them every half term to capture the school voice on pertinent safeguarding issues.

2.4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their son or daughter's Form Tutor, Pupil Intervention Lead (PILS) or welfare officers

2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Warrington Safeguarding Children Board. There is a joint responsibility for all these agencies to share information to ensure the safeguarding of all children.

Penketh High school works closely with all statutory and non-statutory agencies to ensure our pupils keep safe both in and out of school.

2.6 School Training and Staff Induction

All staff will receive basic training as part of their induction; this will be delivered by the DSL. New staff will be provided with the safeguarding suite of documents, including the Safeguarding Policy as part of their induction and will be expected to read at least Part 1 of 'Keeping Children Safe in Education (2018)'. All staff should ensure that they are familiar with the procedures written within this Policy. All staff can gain advice and support from the DSL who is the lead member of staff for safeguarding.

The DSL must update their training on a regular basis. The statutory requirement is every two years, however, good practice is that the DSL attends multi-agency training on an annual basis and participates in local (single agency) networks to share good practice, reflect and learn together and to keep up to date. The DSL must attend PREVENT training.

The named governor for safeguarding should also update their training on a regular basis; good practice is on an annual basis to ensure that they keep up to date in their knowledge.

Evidence of safeguarding training must be made available as part of any safeguarding inspection or audit.

2.7 Related School Policies

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

The following school policies and/or documents that inform all of our work around safeguarding and child protection in school.

Government policies

- Keeping Children safe in Education (2018)
- Working Together to safeguard children (2015)
- What to do if you're worried a child is being abused (2015)
- Improving information in identifying missing children (2016)
- Mental Health and Behaviour in schools (2015)
- DfE and ACPO drug advice for schools (2012)
- Sexual violence and harassment between children in schools and colleges (2017)
- Safeguarding Code of Practice
- PREVENT Duty (2015)
- Teacher misconduct: The prohibition of Teachers (2015)
- Multi agency statutory guidance on Female Genital mutilation (2016)
- Safeguarding children who may have been trafficked: Practice guidance (2011)
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)
- County Lines – The criminal exploitation of children and vulnerable adults (2018)

School Policies

- School attendance policy
- School behaviour policy
- Anti-bullying Policy
- Staff Code of Practice
- E safety policy
- Staff Conduct policy
- Safer recruitment policy.
- Health and safety policy.
- Climate for learning policy.
- SEND policy
- School Complaints procedure.
- Whistleblowing policy.
- Prevent self-assessment tool
- DASH domestic violence assessment
- Child sexual exploitation assessment tool
- School self-harm policy

Children Missing from Education (CME)

The school responds quickly if a child goes missing from school site or fails to attend school. Where children on roll at our school do not arrive and attend, and the school has made the usual enquiries, we will refer the case to WBC Attendance Officers, Pupil Support Team and Children's Social Services/ Police if there are serious concerns.

Children identified as missing from education will be referred to Pupils out of School Meeting (POOSM).

Our Local Authority Lead for Attendance is **Debbie Parlane** and CME is **Dave Sampson** Tel: 01925 442261

The school also works closely with Catch 22 who is the commissioned service in Warrington for children who go missing from home.

Confidentiality processes

Penketh High School has regard to "Information Sharing: Practitioner's guide" HM Government, (2015)

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

This guidance indicates:

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

Pupil information and data protection

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

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

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

2.9 Roles and Responsibilities

Our Governing Body will ensure that:

- The school has safeguarding procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy are made available to parents on request in a number of formats.
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff, governors and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training. They will also consider any gap in employment and any previous conduct.
- The school has procedures for dealing with allegations against staff, governors and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.

- E-safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- Staff, including the Principal, undertakes appropriate child protection training which is updated every two years
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- A governor is nominated to be responsible for liaising with the Warrington Safeguarding Partnership and /or partner agencies in the event of allegations of abuse being made against the Principal.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the WSP as appropriate about how the above duties have been discharged.

The Principal will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- All staff, governors and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

The Designated Senior Lead responsible for child protection will ensure the following:

- Lead responsibility for dealing with safeguarding and child protection concerns at the school and should be available at all times during the school day. This may mean having a deputy or team approach.
- Should act as source of support, advice and expertise within school when deciding whether to make a referral by liaising with relevant agencies.
- The DSL will be trained to a high level, which includes both single agency and multi-agency training (Level 3). This must be updated at least every two years; good practice is that the DSL updates their training on an annual basis.
- The DSL will recognise how to identify signs of abuse and will make an appropriate judgement on what action to take. This will be based on the information that the DSL is presented with by staff.
- The DSL will assess the appropriateness of completing an early help assessment or whether the threshold has been met for social care statutory social work services.
- The DSL will access regular training and network events to keep as up to date as possible with changes in legislation and or statutory guidance.

- The DSL will ensure that the schools safeguarding policy is embedded and available to all staff and volunteers at the point of induction. If the policy is reviewed the DSL will share the new updates with all staff to ensure that all staff knows what is expected of them.
- The DSL will champion safeguarding and keep all staff up to date with current procedure and practice. This will help to familiarise all staff with their own role within safeguarding.
- The DSL will ensure all new staff and volunteers have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately if they arise. The induction will cover the 'basic awareness session' and the 'no delay' principle.
- The DSL will keep detailed accurate secure written contemporaneous records. Each child will have an individual file labelled either child protection or early help. Chronologies will be help for each child and they will be clear, concise and factual (E.g. dated, concern, initialled, action taken). Files will hold copies of all referrals and relevant multi-agency meetings and plans. Files will be reviewed and quality assured as part of the s157/s175 audit process.
- The DSL will deliver whole school staff safeguarding training to all staff; recommended on a yearly basis as part of INSET. This should include briefings on specific topics such as CSE, FGM, County lines, E Safety, Equality, Radicalisation and Private Fostering.
- The DSL should be aware of the Warrington Safeguarding Partnership and how it operates. This should include access to the WSP website and to practitioner training events.
- The DSL will participate in multi-agency meetings and contribute effectively either verbally or by way of a written report.
- The DSL will attend Child Protection Case Conferences and contribute to discussions at the conference and will make a formal recommendation at the meeting in respect of a child protection plan.
- The DSL will contribute to social work assessments e.g. The Combined Assessment when required and requested to do so. This will include the sharing of information about attendance, attainment and any other concerns that have been identified as well of any strengths that the family/ child has.
- The DSL will develop the Safeguarding Risk Register (SRR) to identify the vulnerable children at the school. This confidential register will be reviewed regularly to ensure that the DSL knows who the vulnerable children are.
- This may be reviewed as part of safeguarding team meetings. This should automatically include children in care, children on a child protection plan and children in need. It may also include children receiving early help (have a CAF or family support plan), young carers, children with medical needs, children at risk of CSE, children who have emotional and mental health difficulties, children who self-harm etc. The categories on this register will be determined by the needs of the school community.
- The DSL will monitor the attendance, development and wellbeing of children who are subject to a child protection plan and children in care.
- The DSL will champion safeguarding in school- promoting effective communication both internally and with external agencies on all matters relating to child protection.
- The DSL will complete an s157/ s175 Audit on an annual basis, at the request of the Local Authority to ensure that there are effective systems in place to keep children safe.

- Where appropriate the DSL will identify staff to be part of a Safeguarding Team, to ensure that there is always a member of staff present in school who can take a lead role safeguarding children in the DSLs absence. The DSL will take the lead responsibility within the safeguarding team.

All staff and volunteers will:

- Inform the Designated Senior Lead (DSL) of any concerns through the dedicated school safeguarding inbox and complete the appropriate green concern form.

Email: welfare@penketh.warrington.sch.uk

- Comply fully with the school's policies and procedures around safeguarding
- Be fully aware of expected staff conduct and expectations
- Attend appropriate training annually and at designated inset days.

Safeguarding Training

All staff will receive basic training as part of their induction; this will be delivered by the DSL. New staff will be provided with the safeguarding suite of documents, including the Safeguarding Policy as part of their induction and will be expected to read at least Part 1 of 'Keeping Children Safe in Education (2018). All staff should ensure that they are familiar with the procedures written within this Policy. All staff can gain advice and support from the DSL who is the lead member of staff for safeguarding.

The DSL must update their training on a regular basis. The statutory requirement is every two years, however, good practice is that the DSL attends multi-agency training on an annual basis and participates in local (single agency) networks to share good practice, reflect and learn together and to keep up to date. The DSL must attend PREVENT, CSE and county lines training.

There is a whole approach to safeguarding pupils and all staff are trained regularly including all support staff, maintenance staff and lunch time assistants. This includes all new starters, newly qualified teachers and volunteers.

The named governor for safeguarding should also update their training on a regular basis; good practice is on an annual basis to ensure that they keep up to date in their knowledge.

Evidence of safeguarding training must be made available as part of any safeguarding inspection or audit.

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

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff,

pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions of Abuse

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

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

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

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

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

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

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

pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

(Working Together to Safeguard Children, 2015)

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

Staff need to be aware that safeguarding is everyone's responsibility and that they can refer to social care through a MARF at any point. It would be highly recommended that they tell their DSL about this and ask for advice.

This can be done through the multi-Agency Safeguarding Hub (MASH) team on 01925 443400 and sent to:

childreferral@warrington.gov.uk

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

It is imperative that staff are aware that when the DSL (Steven Panter) is out or unavailable, they need to pass on any concerns over to Sarah Baron (DSL Deputy) or Judith Wright (DSL).

In the extreme case that all DSL's are out then any concerns can be passed to the Principal John Carlin and/or the wider safeguarding team who have safeguarding training. These staff can deal with any safeguarding issues and will call the MASH team and complete a MARS social care form where necessary.

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

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

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

Dealing with disclosures from children

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

In a case of a disclosure of a serious safeguarding concern staff should contact the DSL immediately on their extension number or through the Senior Leadership team communication system network.

If staff has a concern around a pupil, they should complete CPOMS online concern sheet which can be found electronically via a password protected system when you log into your PC. These should be completed fully and returned to your DSL via the dedicated CPOMS system.

Six key members of the safeguarding team and SLT are notified via email when a concern is sent to the CPOMS so that no concern is ever missed and this also ensures we have made arrangements to manage staff absence when dealing with safeguarding concerns.

Staff raising a concern will always get a response to any raised concern to inform you of any actions we have taken creating transparency and accountability.

4.1 Concerns that staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviour which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

The DSL and safeguarding team train staff to report issues as soon as they arise so that concerns are addressed as soon as possible and shared with the appropriate agencies.

4.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a contemporaneous record.

Principles of taking a disclosure from a pupil:

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

Staff at Penketh High school will:

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

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

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

- Any urgent medical needs of the child
- Whether the child is subject to a child protection plan
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Social Care Direct or MASH colleagues
- The child's wishes and what they want

Then decide:

- To talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to Children's Services because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment (e.g. Early Help) and/or make a referral for other services.

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

4.4 Action following a child protection referral

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

- Make regular contact with the social worker involved to stay informed
- Wherever possible, contribute to the strategy discussion
- Provide a report for, attend and contribute to any subsequent child protection conference
- If the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- Where possible, share all reports with parents prior to meetings

- Where in disagreement with a decision made by Children's Services e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the Warrington Safeguarding Children Procedures
- Where a child subject to a child protection plan moves from the school or goes missing immediately inform Children's Services.

4.5 Recording and monitoring

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

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the Principal, Vice Principal and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person for Child Protection.'

If the child goes missing from education or is removed from roll to be educated at home and any child protection file should be copied and the copy sent to the Pupil Support Team at WBC. Original copies will be retained until the child's 25th birthday.

CPOMS allows the DSL and Welfare team to store documents securely and electronically so there is a move away from paper files where possible.

4.6 Supporting the child and partnership with parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

4.7 Parenting Capacity: When there are concerns

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);

- Inconsistent explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Mental health issues which prevent the parent from meeting the child's basic needs
- Violence between adults in the household.
- Failure to protect the child from known 'risky' persons
- Failure to prioritise the child's needs above that of their own.

Section 5 – Specific areas of safeguarding to consider

5.1 Private Fostering

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

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

5.2 Prevent, radicalisation and extremism

The Local Prevent Officer is **Amber Jones** (Prevent Coordinator) and can be contacted on **01606 362147, Amber.Jones@Cheshire.pnn.police.uk**.

Penketh high school, like all other schools, 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 Lead (DSL).

The Single Point of Contact (SPOC) for Penketh High School is **Steven Panter** and can be contacted on **01925 722298 ext. 269**

Email: spanter@penketh.warrington.sch.uk

Channel is a multi-agency approach to provide support to individuals who are risk of being drawn into terrorist related activity. The channel contact for Cheshire Police is **Andrew McIntyre**, who can be contacted on **01606 365986**

E-mail: Andrew.McIntyre@cheshire.pnn.police.uk

Useful Definitions around radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and or extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Duty (2015) 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’

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

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

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist” those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

What action should be taken if there are concerns?

- Pass concerns to the DSL/ Deputy DSL in school and complete a CPOMS concern Form The DSL/SPOC will make contact with the PREVENT Officer and will complete a PREVENT referral form as appropriate.

5.3 Forced Marriages

Forced Marriage may be defined as:

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

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

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

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

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

The school will notify the Local Authority Attendance Manager Debbie Parlane if the pupil does not return on the given date.

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

5.4 Female Genital Mutilation

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

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

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

The school will implement its usual safeguarding policies and procedures.

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

Further information: Honour-based' violence (including Female Genital Mutilation and Forced Marriage)

Female Genital Mutilation and Forced Marriage have been added into the title header to make it clearer what honour based violence includes. "Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take" (DfE, 2019a)

5.5 Child sexual exploitation (CSE)

The welfare and safety of all pupils at Penketh High School will be given our highest priority. Sexual exploitation of children and young people has been identified throughout the UK. This is a recognised form of Child Abuse. It affects boys and young men as well as girls and young women. It is a form of sexual abuse and can have a serious impact on every aspect of the lives of children involved.

The term Sexual exploitation has become increasingly recognisable. Practitioners are becoming more aware of how to identify the signs to indicate grooming and other methods of sexual exploitation. Children involved in any form of sexual exploitation should be treated primarily as victims of abuse and their needs carefully assessed. The aim should be to protect them from further harm.

Definitions

The sexual exploitation of children is defined as:

'Involves exploitative situations, contexts and relationships where young people (or a third person or

Person's) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them engaging in sexual activities.'

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

CSE Roles and Responsibilities

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

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

- Educating pupils from Year 7 about healthy relationships.
- In Year 8 - 11 the PSHE curriculum will focus on supporting our pupils to recognise risk and to manage their own behaviour around risk.
- The curriculum will also allow student to reflect on what an unhealthy relationship would look like and how to find support if in that situation.
- The objectives of this curriculum structure will be to help students understand: respect and responsibilities within any relationship.
- How to stay safe.
- An understanding of what to do and who to discuss issues with
- An awareness of unhealthy relationships, sexual exploitation and grooming
- An understanding of dangerous and exploitative situations
- An opportunity to explore gender stereotypes and gender roles
- An increased awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure
- An opportunity to build skills and confidence in developing positive, healthy relationships.

The Designated Senior Lead will ensure that staff are aware of CSE and the part that they play in helping to keep our students safe by: Accessing training, multi-agency briefings on CSE and any new guidance.

The DSL will take responsibility of briefing staff routinely on how to spot the signs that a child may be victim of or at risk of CSE.

Directing materials to all staff through briefings at whole school inset days

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

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

- Training Pastoral Staff on the completion of the CSE screening tool.
- Allowing time for completion and discussion when completing the screening tool.
- Allocate an Inclusion worker to mentor and support pupils believed to be at risk.
- To monitor the pupil and where there are significant concerns identified to refer through to the local authority Missing Children sexual exploitation and trafficking operational group (MCSETO) that is held three times per month for low, medium and high risk cases.
- To provide time and supervision for pastoral staff working with children victim of or at high risk of CSE.
- The Designated Senior lead supported by the Pastoral staff will ensure that Parents are aware of the issue of CSE by:
 - Advice on the school web site on who to contact in school with Safeguarding concerns
 - Key Worker support for the family of children involved or at risk.
 - Creates strong links with organisations that work with young people who are vulnerable to CSE and going missing from home such as Addaction and Cheshire Police.

All Staff

All Staff have a responsibility to be aware of the signs of CSE and alert the Designated Senior Lead and/ or Pastoral Staff. Report any concerns about the safety of a child under the legislation behind the Child Protection Policy.

Signs which may indicate CSE

The individual factors may not mean anything in themselves and you may already know that the right staff are aware of the pupil's situation and working with them. However, we should always remember that it is never wrong to pass something on no matter how small it may seem. All Staff should be aware of this list and inform a member of the Pastoral Team or Designated Senior Lead if they become aware of the following:

- Chaotic Home
- Poor Attendance
- Early Sexualised Behaviour
- Family Mental Health
- Historic Abuse
- Bereavement
- Friend of CSE victim
- Learning difficulties
- Unsure of sexual orientation
- Homeless or moving between homes
- Older or younger friends
- In Care
- Low Self Esteem
- Missing or Runaway
- Physical injuries
- Substance Abuse
- Sexually Transmitted Diseases
- Estranged from family

- Changes in Appearance such as make up hairstyle
- Bringing new phones, gifts, clothes into school
- Sexually bullied
- Self-Harm
- Attempted Suicide
- Secret Calls
- Poor E-Safety history
- Older boyfriend/girlfriend

What is Child Criminal Exploitation?

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

Serious crime

Specific guidance has been added to support schools in recognising where pupils may be at risk from serious crime.

The guidance sets out what school and college staff should look out for:

“All staff at Penketh high School are 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 well-being, 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” (DfE, 2019a)

“All staff should be aware of the associated risks and understand the measures in place to measure 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.” (DfE, 2019a)

Please see the policy for further information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

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

Harmful sexual behaviour involves one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. These can range from using sexually explicit words and phrases to full penetrative sex with other children or adults (Rich; 2011).

Sexually harmful behaviour occurs when a young person (below the age of eighteen years) engages in any form of sexual activity with another individual over whom they have power by virtue of age, emotional maturity, gender, physical strength or intellect and where the victim in this relationship suffers sexual exploitation and betrayal of trust.

Sexual activity includes sexual intercourse (oral, anal or vaginal), sexual touching, exposure of sexual organs, showing pornographic material, exhibitionism, voyeurism, obscene communication, frottage, fetishism and talking in a sexualised way. We should also include any form of sexual activity with an animal and where a young person sexually abuses an adult.

Incidents of sexually harmful behaviour come to light, either through discovery or disclosure, which may be third-party or second-hand information. The details provided should be carefully recorded by the person receiving the initial account on Initial Concern Form (Appendix 1) and passed to the DSL. The DSL will assess the level of concerns about the behaviour if a referral to Social Care is appropriate.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault/abuse. Decisions on whether sexualised behaviour is potentially harmful should be made with reference to the NSPCC framework and the Brook Traffic Light tool:

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

Up skirting

All staff at Penketh High School are aware that ‘up skirting’ is now a criminal offence. A definition has been included which describes up skirting as, “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” (DfE, 2019a)

5.7 Teenage Relationship Abuse

Since March 2013, the Home Office definition of domestic violence now includes 16 – 18 year olds. However, this type of abuse can occur in any relationship. Teenage relationship abuse may include the following features:

Emotional Abuse	Physical Abuse	Sexual Abuse	Financial Abuse
Constant insults and name calling; Isolation from friends and family;	Hitting, punching, pushing, biting, kicking, using weapons etc.	Forcing someone to have sex Unwanted kissing or touching	Taking/controlling money Forcing people to buy them things

Checking up on partners all the time (Inc. checking emails, texts, social networking sites etc.)	Being made to watch pornography without consent	Forcing partners to work or not to work
Making the person feel responsible for the abuse;	Pressure not to use contraception	
Controlling what someone wears or where they go		

Warning Signs of Relationship Abuse might include

- Physical signs of injury / illness
- Truancy, failing grades
- Withdrawal, passivity, being compliant
- Changes in mood and personality
- Isolation from family and friends
- Frequent texts and calls from boyfriend / girlfriend
- Inappropriate sexual behavior /language / attitudes
- Depression
- Pregnancy
- Use of drugs / alcohol (where there was no prior use)
- Self-harm
- Eating disorders or problems sleeping
- Symptoms of post-traumatic stress
- Bullying / being bullied

Signs of Relationship Abuse to look out for

- Being late for school / not attending (especially if abuser attends same school)
- Arriving early / staying late to avoid abuser
- Not focused in lessons as s/he is preoccupied and worried
- Very gendered expectations of career and achievement
- Feeling unsafe as afraid of being traced by abuser via school
- Disturbed sleep affecting concentration
- Appearing isolated and removed
- Worried that everyone at school knows what is happening

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete a GREEN Concern Form with a written record of the concern. (Appendix 1)

At Penketh high school we follow the government guidance around sexualised behaviour at all levels of risk and take advice from statutory agencies if we feel there is a concern around any type of sexualised behaviour:

Sexual violence and sexual harassment between Children and Young people in schools and colleges (2017) HM government

Domestic Violence and Abuse:

Additional information can be found at:

<https://www.gov.uk/domestic-violence-and-abuse>

Support for the young person who has been harmed

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

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

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

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

Support for the young person who has displayed harmful behaviour

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

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service).

If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion of

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

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

After care and support for the pupils involved

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

Preventative Strategies for Schools and Settings

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

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

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

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another.

In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare those to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice. It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or

support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

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

5.8 Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.

When people talk about sexting, they usually refer to sending and receiving:

- Naked pictures or 'nudes'
- Underwear shots
- Sexual pictures
- Explicit text messages or videos.

If pupils are 'sexting' indecent images of someone under the age of 18, they may be committing a criminal offence under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. This means, it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken;
- To make an indecent photograph (and this includes downloading or opening an image that has been sent);
- To distribute or show such an image;
- To possess with the intention of distributing images;
- To possess such images.

Whether someone is charged is decided by the Crown Prosecution Service. Generally, children are not prosecuted. HOWEVER, children and young people need to be aware that they may be breaking the law. Although unlikely to be prosecuted, children and young people who send or possess the images may be visited by Police and on some occasions media equipment e.g. computers and mobile phones could be removed.

The key factor to highlight is that the real harm in relation to 'sexting' is that those in the photographs may become victims should the images be shown to others.

Further information can be found in the Appendices with also link to Child Exploitation Online Protection Service. (CEOPS)

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSP and complete a GREEN Concern Form with a written record of the concern. (Appendix 1)

5.9 Types of Bullying

Bullying (physical, name calling, homophobic etc.)

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

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

Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

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

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

Prejudiced Behaviour

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

Cyber bullying

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

Outside of the immediate support young people may require in these instances, the school may have no choice but to involve the police to investigate these situations. In cases of sexting the following guidelines should be consulted:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_K_G_NCA_Sexting_in_Schools_WEB_1_.PDF

Initiation/Hazing

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

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

Additional information on bullying can be found at

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

You will find the following useful publications:

Preventing and tackling bullying

REF: DFE-00292-2013

Supporting Children and young people who are bullied: advice for schools

REF:DFE-00094-2014

Cyberbullying: Advice for Headteachers and school staff

REF:DFE-00652-2014

5.10 Substance Misuse

Pupils affected by their own or other's drug misuse should have early access to support through the school's 'early help' offer and through referral to local drug and alcohol services.

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. Schools can have a key role in identifying pupils at risk of drug or alcohol misuse. The process of identifying needs should aim to distinguish between pupils who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

- Schools should provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- To include this support for children as part of the 'early help' offer from the school.

5.11 Modern Slavery

Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking. Traffickers and slave drivers coerce, deceive and force individuals against their will into a life of abuse, servitude and inhumane treatment. A large number of active organised crime groups are involved in modern slavery. But it is also committed by individual opportunistic perpetrators.

Slavery is: ‘the status or condition of a person over whom any or all of the powers attaching to the right of **ownership** are exercised’. (*Convention to Suppress the Slave Trade and Slavery 1926*)

Forced or Compulsory Labour is: ‘all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily’ (*Convention Concerning Forced or Compulsory Labour, 1930 (No.29)*)

Labour is the provision of any service, not just manual labour.

Servitude is: ‘an obligation to provide a service that is imposed by the use of coercion’.

Human Trafficking is: Although many people think of human trafficking as only affecting adults it affects children as well. Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

It is also not just about trafficking adults and children across national borders, human trafficking can take place anywhere.

The trafficking of human beings involves the movement of a person from one place to another for the purpose of exploiting them using deception, coercion, the abuse of power or the abuse of someone’s vulnerability. People can be trafficked in order to exploit them for sexual purposes, forced labour, domestic servitude or organ harvesting.

At Penketh high school we have close links with professionals who are experts in this area and all concerns around trafficking and modern slavery follow the same process as any other safeguarding issue in school.

5.12 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Has behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children

We will apply the same principles as in the rest of this document and we will always follow the Warrington Safeguarding Children Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the Principal the matter will be reported to the Chair of Governors who will take the appropriate action.
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Principal may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage
- The Principal must consult with the Local Authority Designated Officer (LADO) or Assistant LADO in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Children's Services and/or the police for investigation.

The details for the LADO and assistant LADO are as follows;

LADO – Fiona Cowan – email: fcowan@warrington.gov.uk

Assistant LADO – Beki Byron – email: bbyron@warrington.gov.uk

- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Principal will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individual's employment, advice will be sought from HR.

Contextual Safeguarding

Staff in Penketh High have received training and support so that they are aware of Contextual Safeguarding and how this can impact our pupil's lives

Contextual safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Traditional approaches to protecting children/young people from harm have focussed on the risk of violence and abuse from inside the home, usually from a parent/carer or other trusted adult and don't always address the time that children/young people spend outside the home and the influence of peers on young people's development and safety.

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. It's an approach that looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

Research undertaken in London illustrates that young people's experience is not only influenced by their family, but also by their peer network, wider community and society in general.

The model of contextual safeguarding was developed by Dr Carlene Firmin at the University of Bedfordshire.

Note: Please see key links below

Key Documents and links

Keeping Children Safe in Education (2018): Part one

Everyone working with children should make themselves familiar with part one of Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf

Keeping children safe in Education: For schools and colleges (2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

Please note: All links to key government safeguarding policies can be found at the rear of this key statutory government policy in the appendices.