



THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

SAFEGUARDING CHILDREN IN EDUCATION POLICY

Is this policy statutory?	Yes
Review period	Annually
Date of approval	16/12/2019

Safeguarding Children in Education

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

Working together to Safeguard Children 2019

“A good child protection system should be concerned with a child’s journey through the system from needing to receiving help, keeping a clear focus on children’s best interests throughout.”

Page 12 Munro Review of Child Protection Report; the child’s journey –

“It’s all about relationships. We are talking about dealing with people with problems, with painful stuff. You have to know someone to trust them. They must be reliable and be there for you if you are going to be able to talk about the things you don’t want to. The things that scare you.”

Parent and family prospective on safeguarding relation with Children’s Service; the Children’s Commissioner for England June 2010

“Schools have a duty to ensure that their functions relation to the conduct of the school are exercised with a view to safeguarding and promoting welfare of the children who are its students.”

Education Act 2002 Section 175

“Children become the victims or beneficiaries of adult actions”

Hugh Cunningham 2006

“Early identification and provision of help is in the child’s best interest and results –services which deliver and support families are vital in promoting children’s wellbeing.”

“All who come into contact with families have a part to play in identifying these children whose needs are not being adequately met.”

The Munro Review of Child Protection Part 1 : A systems analysis Professor Eileen Munro.

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young Lead and consider first and foremost how that situation must fell for them.”

Lord Laming 2009

“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”

Working Together to Safeguard Children 2015

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1. Introduction

Our vision statement states that:

The Bishops' Blue Coat Church of England High School is an exciting place to be. We know, nurture and inspire our community to be the best version of themselves through a better understanding of the Christian faith, and a rich set of opportunities that support and challenge our learners so they are equipped to succeed. Through their engagement in society at Bishops' and beyond, students make a positive difference through their wise action and a sense of responsibility. Our students' initiative, drive and resilience will enable them to flourish and live 'life in all its fullness.' (John 10:10).

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect and the safety, protection and well-being of all in our school community is fundamental. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are guiding principles that provide the foundation of our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse
- Supporting students who have been abused in accordance with his/her child protection plan
- Establishing a safe environment in which children can learn and develop

School Commitment

The Bishops' Blue Coat Church of England High School is committed to protecting, safeguarding and promoting the welfare of students. The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with families and other agencies. This policy reflects the policies of Cheshire West Safeguarding Children Partnership <https://www.cheshirewestscp.co.uk/about-us/governance/>

and is in line with “Working Together to Safeguard Children” (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and Keeping Children Safe in Education (2018) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The school will also contribute through the curriculum by developing children’s understanding, awareness and promoting their resilience by providing a safe environment within schools. To create this safe environment the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Keeping Children Safe in Education, 2018;
- Working Together to Safeguard Children, 2018;
- The Statutory Framework for the Early Years Foundation Stage.

These duties are listed below:

Duties

To provide a safe environment the Governing Body, Headteacher and Designated Safeguarding Lead will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Team and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to bring safeguarding issues to the attention of the Headteacher 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;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;
- Ensure children know that if they are worried they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of Cheshire West Safeguarding Children Board;
- Include opportunities in the Personal, Social and Health Education (PSHE) and Relationships and Sex education (RSE) curriculum for children to develop the skills they need to recognise and stay safe, and to assess and manage risk (including e-safety) as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children’s welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote student health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers following HM Government Guidance Keeping Children Safe in Education, 2018, Part 4: Allegations of abuse made against teachers and other staff.

- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime, strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual exploitation, radicalisation and extremism, and violence/knife crime in the community.

2 School responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements;
- Involving parents and providing advice/guidance regarding safeguarding;
- Maintaining a child focus and listening to children;
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard and by ensuring these records follow the child throughout their educational career;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated Safeguarding Leads for Safeguarding are in school;
- Liaise with the HOD for Lessons for Life to raise awareness with children in what are and are not acceptable behaviours. Lessons for Life input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:
 - a. The availability of advice and support in their local area and online;
 - b. Recognising and managing risks in different situations, including on the internet;
 - c. Judging what kind of physical contact is acceptable and unacceptable;
 - d. Recognising when pressure from others, including people they know, threatens their personal safety and well-being;
 - e. Developing effective ways of resisting pressure;
 - f. Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur.

(School Health Advisor drop-ins, PSOs, via assemblies, signposting in lessons, via Safer Schools Partnerships, chaplaincy work, SRE advisors (CSCW), Extended Curriculum Programme.

Our school will ensure that students are made aware that information can be found at the following (*CEOP, signposting websites and services in assemblies, the pastoral hub, the School Health Advisor, the School Counsellor, the Chaplain*).

Our school's arrangements for consulting with and listening to pupils are (*pastoral system, student council, extended curriculum programme, Lessons for Life lessons*).

We make students aware of these arrangements by (*signposting in form time and assemblies, SMHW updates*).

3. Responsibilities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads

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

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

The current Designated Safeguarding Lead is Helen Cairns - Deputy Headteacher. She is supervised by Jane Jones, Safeguarding Governor.

Two Deputy Designated Safeguarding Leads have been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Lead in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role. The current Deputy Designated Leads are Liz Evans, Senior Pastoral Support Officer and Stephen Moffatt, Assistant Headteacher - Head of Sixth Form. Both Deputy Designated Leads are supervised by Helen Cairns.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students. The Designated Safeguarding Lead will ensure a structured procedure within the school, which will be followed in cases of suspected abuse. The Designated Lead and the two Deputy Designated Leads meet fortnightly to review safeguarding referrals, cases and highlight any concerns so these are effectively reviewed.

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

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Headteacher inform him of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and actively supports multi agency planning for those children.

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

- any urgent medical needs of the child

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

Then decide:

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

Or

- not to make a referral at this stage
- if further monitoring is necessary
- If it would be, appropriate to invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented on the child's safeguarding file.

- The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Headteacher who will inform the Local Authority Designated Officer (DO).

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<https://www.cheshirewestscp.co.uk/wp-content/uploads/2019/03/Managing-Allegations-Procedure-March-2019.pdf>

Action following a child protection referral

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

- make regular contact with the allocated social worker or team manager in the event of absence
 - wherever possible, contribute to the strategy discussion
 - provide a report for, attend and contribute to any subsequent child protection conference
 - if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
 - endeavour to share all reports with parents prior to meetings
 - where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process
- <http://cheshirewestlscb.org.uk/policy-and-practice/escalation-and-resolution-policy/>

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

Raising Awareness

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

Training

The Designated Safeguarding Lead and the Deputy Designated Leads needs to attend the multi-agency two-day Level 3 course in Safeguarding. In addition, members of the pastoral support team will also receive this training to help support their role. This training then needs to be updated by attending a one day refresher course, every **two years**, unless the Designated or Deputy Designated Safeguarding Lead feels they require a repeat of the full two-day course.

This will enable more time to attend additional courses in areas such as Child Sexual Exploitation, Neglect and Domestic Abuse.

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

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

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest

safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Designated Safeguarding Leads will ensure **all** staff receive appropriate Safeguarding training.

All staff will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement, which will be refreshed on a regular basis (at least every 3 years), to enable them to understand and fulfil their safeguarding responsibilities effectively.

In addition, all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive:

- a copy of a safeguarding summary document (Appendix 1) prior to starting work
- induction training to ensure that staff
- have an overview of the organisation
- understand its purpose, values, services and structure
- are able to recognise/identify signs of abuse which may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home;and/or
 - inappropriate behaviour displayed by other members of staff, or any other Lead working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (e.g. phone numbers, email, social networking) or images.
- know that they must report any concerns immediately they arise and to whom and are aware of the whistle-blowing policy
- understand confidentiality issues.

4. Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Leads and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the Team Around the Family, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff 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;

- They personally, along with other selected senior leaders and governors undertake safer recruitment training in order to comply with the statutory requirement to have a trained Lead on every recruitment panel;
- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (DO) if appropriate.

5. Roles and Responsibilities of the Governing Body

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

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

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices in order that permanent appointments can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Headteacher and any subsequent staff disciplinary hearings;
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Headteacher/Designated Safeguarding Lead, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor will be supported by the Chair of Governors;
- The Headteacher, and all staff who work with children, will undertake a full and endorsed Basic Awareness Safeguarding training regularly (at least every 3 years) and have access to regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- The Designated and Deputy Designated Safeguarding Leads attend at least a minimum of Level 3 multi-agency course every two years;
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

6. Identifying Concerns

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public, which foster respect, confidence and trust, can lead to disclosures of abuse, and/or school staff being alerted to concerns. If concerns are identified, the child may be spoken to in order to ascertain whether abuse is occurring and may be done without prior consent from the child's parent/carer

because the member of staff has a duty of care under 'loco parentis'. This would also be the case if the child is a witness to the abuse of another child or children e.g., bullying.

Definitions, signs, symptoms, and types 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.

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

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

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

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

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

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

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

- It may involve serious bullying (including cyber- bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

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

- provide adequate food, clothing or shelter including exclusion from home or abandonment;
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision including the use of inadequate care-takers;
- ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic Abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender and sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This includes issues of concern to black and minority ethnic (B&ME) communities such as so called 'honour based' violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.”

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

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

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

Our school works with and engages our families and communities to talk about such issues,

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do.

SAFEGUARDING STUDENTS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM

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

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

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

RADICALISATION AND EXTREMISM

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 2.

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

The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk.

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

The SPOC for The Bishops' Blue Coat CE High School is Helen Cairns. The responsibilities of the SPOC are described in Appendix 2.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.

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

CHILD SEXUAL EXPLOITATION

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of a poor outcomes including poverty, stigma isolation and poor mental health.

<https://www.nicco.org.uk/> NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

HBV or FGM

So-called 'honour-based' violence (HBV) encompasses crimes that have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's

social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

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

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

Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

FORCED MARRIAGE

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

The Forced Marriage Unit has published https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGE_NCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

SEXTING (Youth produced sexual imagery)

Whilst professionals refer to the issue as ‘sexting’, there is no clear definition of ‘sexting’. Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.’ Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks that need careful management. On this basis, current advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues current advice addresses.

'Youth produced sexual imagery' best describes the practice because:

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

The types of incidents which this covers are:

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

If you suspect a student has 'Youth produced sexual imagery,' on their phone you should contact the Designated Safeguarding Lead or one of the Designated Safeguarding Deputies. You must not ask for the student's phone or try to investigate in anyway.

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

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

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

SEXUAL VIOLENCE, SEXUAL HARASSMENT AND HARMFUL SEXUAL BEHAVIOURS

Sexual violence or sexual harassment can occur between 2 children of any sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The guidance defines the following terms: **Sexual Violence, Sexual Harassment and Harmful sexual behaviours.**

Sexual violence includes: rape, assault by penetration and sexual assault – intentionally touching another person in a way that is sexual.

Sexual harassment is defined in the guidance as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Harmful sexual behaviours is defined in the guidance as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful if 1 of the children is much older, particularly if there is more than 2

years' difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Children who experience sexual violence and sexual harassment will likely find it stressful and distressing. It is more likely that girls will be the victims of sexual violence and more likely, that sexual harassment will be perpetrated by boys, although it is recognised that sexual violence and harassment can be, and is, perpetrated by girls. Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

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

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

CHILD TRAFFICKING AND MODERN SLAVERY

Child trafficking and modern slavery are forms of child abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic servitude such as: cleaning, childcare, cooking, forced labour in factories or agriculture and criminal activity such as: pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

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

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of the child, family or community. They may threaten families, but this is not always the case, they may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the 'service' a trafficker is providing e.g. sorting out travel documentation or transport. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers. Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking – a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

PEER ON PEER ABUSE, PREVENTING AND TACKLING BULLYING

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence such as rape, assault by penetration or sexual assault, and sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which maybe stand alone or part of a broader pattern of abuse; upskirting, which typically 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; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Where concerns of bullying arise, they should be reported to a member of the pastoral support team to investigate. If the bullying is deemed a child protection concern the member of the pastoral support team should report this to a member of the Safeguarding team. Even where safeguarding is not considered to be an issue, we will put in place support

for the student who is experiencing bullying, or will tackle any underlying issue which has contributed to a child engaging in bullying. Further advice and guidance around tackling bullying can be found https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

SELF-HARM

Self-harm can take many physical forms, including cutting, burning, bruising, scratching, hair pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help. Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it.

There are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

The feelings that these issues bring up can include:

- low self-esteem and low confidence
- loneliness
- sadness
- anger
- numbness
- lack of control over their lives

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they're in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

7. Disclosure

All members of staff, volunteers and governors must know how to respond to a student who discloses abuse, and they must be familiar with procedures to be followed.

It takes a lot of courage for a child to disclose that they are being abused. They may feel disloyal, ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately, the student may think that you do not want to listen, if you leave it till the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

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

8. Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a student, must never guarantee confidentiality to that student.

Where there is a Child Protection concern it will be passed immediately to the Designated Safeguarding Lead who will consider the most appropriate response, consulting with relevant partners if appropriate.

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child.

The Headteacher or Designated or Deputy Designated Safeguarding Lead will disclose personal information about a student, including the level of involvement of other agencies, to other members of staff only on a ‘need to know’ basis.

All staff must be aware that they have a duty to share information with other agencies in order to safeguard children as set out in ‘Working together to Safeguard Children, 2018’ and ‘Keeping Children Safe in Education, 2018’.

Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’. Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains ‘safeguarding of children and

individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

9. Records and Monitoring

Child protection information will be stored and handled in line with the principles of the General Data Protection Regulation 2018:

- Processed lawfully, fairly and in a transparent manner in relation to the data subject.
- Collected for specified, explicit and legitimate purposes (in this case to meet statutory safeguarding requirements as set out in government legislation).
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- Accurate, and where necessary, kept up to date
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed (Child protection files should be passed on to any new school the child attends *separately to the main student file* and kept until they are 25 (this is 7 years after they reach the school leaving age) (IRMS, 2016).)
- Appropriate security measures are in place to protect the personal data held
- Take responsibility for what [the school] does with personal data and how [the school] complies with the other principles. Are able to demonstrate compliance through ensuring appropriate measures and records are in place.

Safeguarding records are normally exempt from the disclosure provisions of the General Data Protection Regulation 2018, which means that children and parents do not have an automatic right to see them. This must be done through a Subject Access Request (SAR). This information belongs to the child, who has a right to deny their parent /carer's access to the file if they wish to do so – further information regarding SARs can be accessed here: *What about requests for information about children?* <https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access/>. If any member of staff receives a request from a student or parent to see safeguarding/child protection records, they should refer the request to the Headteacher.

The General Data Protection Regulation 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Any concerns about a child will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

Safeguarding actions and notes are recorded electronically in CPOMS. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead.

Hard copies of records or reports relating to Safeguarding concerns will be kept in a separate, confidential file, securely stored away from the main student file. These are kept in the Main Office. Where this is the case a note will be added to the student's CPOMS file to indicate the separate safeguarding file.

The school will keep written records of concerns about children, even where there is no need to action the matter immediately. These records will be kept within the separate, confidential file in CPOMS.

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

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

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

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

10. Supporting children

Some children may have an increased risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs— staff must consider whether their behaviour, mood and injury may relate to possible abuse and not just their SEN or disability; be aware that they have a higher risk of peer group isolation; there is a possibility of a disproportionate impact of bullying; and they may have difficulties with communication
- children in the care of the Local Authority
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity disorder
- involved directly or indirectly in child sexual exploitation or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of

blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- Implementation of the school Behaviour Policy that is aimed at supporting vulnerable students. The school will ensure that the student knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student, such as Children's Social Care, Youth Offending service and Education Psychology Service;
- Raising awareness to the school community of Operation Encompass and the school's involvement with Cheshire Police.
- Ensuring that, where a student subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

11. Early Intervention and Prevention within Safeguarding

All school staff need to be aware of their responsibility to raise any concerns they have about a child as early as possible in order to prevent the situation worsening. This may present as a change in a child's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. Where this concern does not identify a safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the Team around the Family (TAF) guidance to fulfil their duties at level 2 and 3 on the Continuum of Need. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as lead person on a child's TAF. In the event of complex needs, a referral to integrated access and referral team (i-ART) should be made.

Young Carers

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

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

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

12. Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking prohibition to teach, Disclosure and Barring checks and right to work in England checks.

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

- An enhanced DBS Check is obtained for all new appointments where an individual will 'regularly' have contact with our students, which will include a barred list/prohibition from teaching check for all new teaching staff;
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff;
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA.

All staff who have met the appropriate checks are issued with a blue lanyard. Governors who have had appropriate checks are issued with a black lanyard.

13. Volunteers

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

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. These volunteers can clearly be identified by a red lanyard and should not be left unaccompanied at any point whilst in school. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

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

14. Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children.

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. The Headteacher or most senior teacher will then consult with the Local Authority Designated Officer (DO).

Allegations against the Headteacher are reported to the Chair and referred to the Local Authority Designated Officer (DO).

Anyone feeling unsure can seek confidential advice at any time from the Head of Safeguarding at CWAC council or Public Concern at Work, a registered charity which advises on serious malpractice in the workplace. For more information, visit their website or ring them on 020 7404 6609.

- The DO contact details are: 0151 337 4570 – referral form <http://cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/>
- The Headteacher can be contacted via email iwilson@bishopschester.co.uk
- The NSPCC <https://www.nspcc.org.uk/what-you-can-do/report-abuse/> is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being dealt with. Staff can call 0800 028 0285.
- The Chair of Governors can be contacted on/via dwalsh@bishopschester.co.uk

15. Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff will have access to Keeping Children Safe in Education 2018 on appointment/induction and have read Part 1 as a minimum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

All staff should be aware of and give due regard to the dangers inherent in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;
- Giving to, and receiving gifts from, children and parents;
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites. The same criteria applies to contact with former students. Contact using personal phone numbers, social networking is not permissible until a former student is aged 19 and has not attended Bishops' for more than 12 months. Until this time if contact is necessary this should be done via school email.
- Disclosing personal details inappropriately;
- Meeting students outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

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

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

Allegations

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

- a. behaved in a way that has harmed, or may have harmed, a child;
- b. possibly committed a criminal offence against or related to a child;
- c. behaved towards a child or children in a way that indicates he or she 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 will always follow the Cheshire West 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 with foundation. 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 Headteacher and make a record;
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher';
- The Headteacher 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 Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage;
- The Headteacher will consult with the Local Authority Designated Officer 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 i-ART and/or the police for investigation;
- Consideration will be given throughout to the support and information needs of students, parents and staff;
- The Headteacher will inform the Chair of Governors of any allegation;
- If consideration needs to be given to the individuals' employment, advice will be sought from HR.

16 Supporting staff

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

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

The Designated and Deputy Designated Safeguarding Leads and the Headteacher can seek personal support through SCiE Team 0151 356 6843/ scie@cheshirewestandchester.gov.uk.

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings <https://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf> This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

17. Photographing Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We acknowledge, however, that some people abuse children through taking, using or circulating images.

Staff and Volunteers

- Photographs and videos will only be stored using school equipment – using personal mobile phones for this purpose is prohibited.
- Consent will be sought from parents/carers via an annual Data Collection Sheet in relation to images, videos or other recordings of students. With their agreement, these may be used within or by the school e.g. to publish on the website or in relation to curriculum work or extended activities.
- If a student poses for a photograph in school, it will be understood that this may be used for promotional materials (e.g. social media, displays). Students are encouraged to be aware of consent and appropriate use of their own image through ICT lessons.
- To protect those students where consent is not given, staff will remind students before images or recordings are captured that only those whose parents agree to this may feature.
- The wishes of the student will also be taken into account when taking images or videos, ensuring that those who do not wish to have their photograph taken or be filmed are respected.
- All photographs and videos involving students or the school will be available for scrutiny, and staff will be prepared to justify the images or footage taken.
- Careful consideration will always be given to the activities which are being filmed or photographed, in order to ensure that images or videos are not indecent, cannot be misused and do not bring the school into disrepute.
- Students are encouraged to tell us if they are worried or unsure about any photographs that are taken of them.
- The use of cameras on personal mobile devices is forbidden although where a member of staff has children and / or family friends who are members of the student body who may be photographed in other contexts, names and the relationship should be recorded on the school office database and updated regularly. Where relevant, this information on the database should indicate the parent or carer of the school student has knowledge and agreement.

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this (e.g., the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

If a student takes part in a public event, it will be understood that photographs may be taken by members of the public.

18. Before and After School Activities and Contracted Services

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

19. Complaints and Compliments

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff e.g. the Headteacher and Governors. A copy of the school complaints policy can be found on the school website. Complaints from staff are dealt with under the school's Complaints, Disciplinary and Grievance procedures.

20. Additional information for parents

Contact arrangements and Parental responsibility

We recognise that a relationship breakdown can be very distressing for all involved, however, any contact arrangements must be agreed outside of school and school should not be put in a position where they are placed in the middle of contact disputes. We aim to make the school environment a calm and safe place for your children, as well as the whole school community, and would be unable to do this if we are placed at the centre of disputes. School is also unable to prevent anyone with parental responsibility (PR) from picking up a child from school unless there is a court order in place stating that the person with PR is not allowed to do so, although the school will attempt to seek permission from the primary carer before releasing the child.

21. Links to other School policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school. These policies are available on Frog:

- Code of Conduct/Professional Relationships Policy
- Anti-Bullying policy
- Children Missing in Education policy

- Equal Opportunities Policy
- Anti bullying policy
- ICT Acceptable Use Policy
- Whistleblowing Policy
- E-Safety Policy
- Medical Conditions Policy
- Health and Safety Policy
- Attendance Policy
- Behaviour for Learning Policy (BESt)
- Electronic Device Policy
- Staff code of Conduct Policy
- Drug and Substance Misuse Policy
- Relationships and Sex Education Policy
- Security policy
- Cheshire West Safeguarding Children Board Safeguarding procedures
- Data Protection Policy

Appendix 1

Safeguarding summary booklet

Safeguarding Children – Key Points

All adults in charge of or in contact with children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused or neglected, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located in Frog under staff documents. On request, you will be provided with a printed copy.

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Frequency of abuse

- 1 or 2 children die each week as a result of abuse or neglect
- Around 1 in 5 children (20%) suffer abuse
- Around 50% of children who suffer abuse will not tell anyone at the time it is happening
- Disabled children are 3 times more likely to be abused
- Around 1 in 5 children have seen content online that they found worrying, nasty or offensive
- Most child abuse is preventable

Who might abuse?

- Family member: parent, relative
- Family friend or neighbour
- Trusted adult- a person or persons who the child knows well; sports coaches, medical professionals, youth/social workers, religious leaders
- Institutions and other organised groups
- Numbers of adults can work together to plan the sexual abuse of children. They may join communities, professional occupations or organised activities where they may gain easy access to children
- A child or group of children

Categories of Abuse

There are four categories of abuse

- Physical
- Emotional
- Sexual
- Neglect

Designated Safeguarding Team

The current Designated Safeguarding Lead is Helen Cairns - Deputy Headteacher. She is supervised by Jane Jones - Safeguarding Governor.

Two Deputy Designated Safeguarding Lead have been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Lead in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role. The current Deputy Designated Leads are Liz Evans- Senior Pastoral Support Officer and Stephen Moffatt – Assistant Headteacher Head of Sixth Form. Both Deputy Designated Leads are supervised by Helen Cairns.

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

Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Headteacher who will inform the Local Authority Designated Officer (LADO).

The LADO contact details are: 0151 337 4570

LINK TO REFERRAL FORM <http://cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado>

- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Headteacher inform him of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and actively supports multi agency planning for those children;

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

- any urgent medical needs of the child
- the immediate safety and wellbeing of the child

- discussing the matter with other agencies currently known to be involved with the child and family
- the child's wishes and feelings

Then decide:

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

OR

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

All information and actions taken, including the reasons for any decisions made, will be fully documented on the child's safeguarding file.

Dos and Don'ts

In addition, the following key points give a guide on what to do and not to do.

1. **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead at your earliest opportunity.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"
5. Immediately tell the Designated Safeguarding Lead unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you or you have concerns about the Head Teacher, you should report your concerns to the Chair of Governors David Walsh.
6. Discuss with the Designated Safeguarding Lead whether any steps need to be taken to protect the person who has told you about the abuse.
7. **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. Children's Social Care and police officers are the people who have the authority to do this. You could cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**
8. As soon as possible (and certainly the same day) the Designated Safeguarding Lead should refer the matter to the Integrated Access and referral team (I-ART) if a child is at risk of or suffering or likely to suffer significant harm. Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job. In the case of an allegation against an adult that works with

children, the Headteacher, or the Chair of Governors where the allegation is against the Head Teacher, should refer the matter to The Local Authority Designated Officer (DO).

9. **Never** think abuse is impossible in your organisation or assume that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.

When listening to a disclosure DO

- Stay calm
- Be aware of your body language - nod and make reassuring noises and show the child you care through your facial and body language
- Listen to the child without interrupting - pay particular attention to the child's words
- Give the child time, don't hurry them
- Explain that you want to help and you must tell someone else who will know what to do
- Offer reassurance - tell the child they have done the right thing by telling you
- Give the child other sources of confidential help e.g. Childline
- Inform a member of the Safeguarding Team as soon as possible

When listening to a disclosure DO NOT

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with a member of the Safeguarding Team

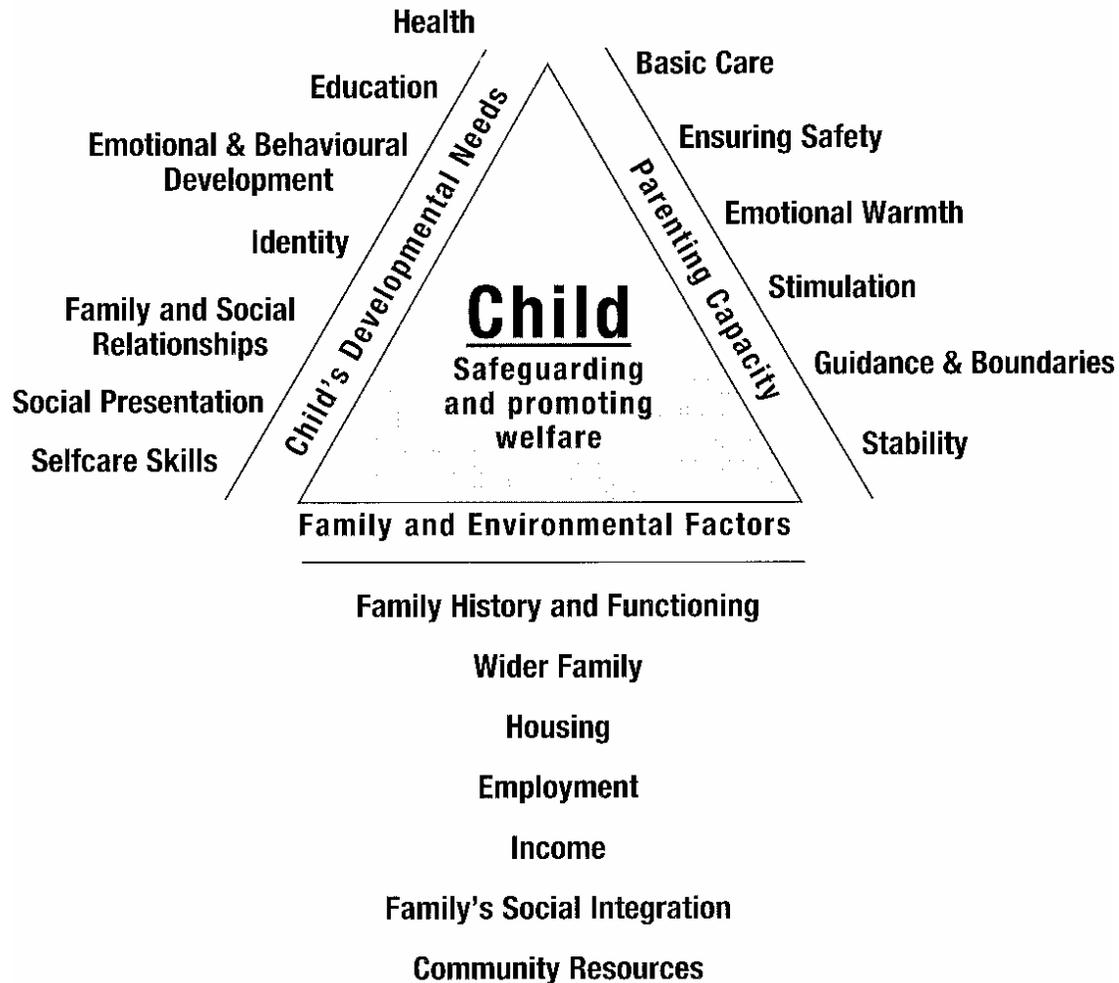
Assessment Triangle

Schools are able to build an accurate picture of a child's life from the pieces of information that staff can provide. When considering whether to make a referral to other services (if it is not a one off significant event) the Safeguarding Team will look at all the information and think about the:

- Degree and extent of harm
- Duration and frequency of abuse or neglect

The assessment framework triangle is used to help identify needs of the child and therefore the services that they require.

Assessment Framework Triangle



What needs to be recorded?

- The time and date the disclosure was made or the issue / concern arose
- The time and date the record is being made
- An accurate record of what has been said, using the child's words – CAPITAL LETTERS
- An accurate record of what has been seen – use body charts where appropriate
- Whether the information is 1st hand, 2nd hand, fact or opinion
- Clear and unambiguous notes
- A record of any decision making / actions
- Your name and a legible signature

Protecting yourself

- Through day to day contact with children, staff in schools are in a good position to observe the outward signs of abuse...

- Unfortunately, due to their close personal relationships with children they are also vulnerable to allegations of abuse or misconduct
- These allegations may be false, malicious or unsubstantiated but in some circumstances, they are true
- Allegations can be made as a result of inexperience, a genuine mistake, stress OR a deliberate harmful or abusive act

Whistleblowing

- Unacceptable behaviour must be reported to ensure the safety of pupils
- The Whistleblowing Policy supports staff who raise concerns in good faith and not out of malice, and ensure they will be taken seriously
- Any concerns about a colleague or other professionals behaviour must be reported to help create a safe, open and transparent environment in school

*Don't think "What if I'm wrong?" -
think "What if I'm right?"*

What happens if an allegation is made against an adult?

Head teacher considers:

- What information do I have about the subject of the allegation?
- What information do I have about the parties involved?
- Am I aware of any incident/tension/friction between the parties?
- Could the incident have taken place?

Head teacher must then consider:

- Does the allegation suggest that the individual has:
- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against, or related to, a child; or
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm
- If yes, contact must be made
- with LADO within 24 Hours

When might you be vulnerable?

- When you are alone with a child
- When you are administering first aid
- When a child seeks affection
- If you are restraining a child
- If you are providing intimate personal care
- If there is a lack of training or support (at induction and ongoing)
- If you are unclear about procedures
- If you fail to report or seek advice / poor lines of communication
- If you fail to record
- Due to the culture and ethos of the school

Safe Practice is when

- Your behaviour is open and transparent
- You adopt high standards of personal conduct
- Your behaviour in and out of school does not compromise your position within the school
- You know and understand the school's policies and procedures and therefore work within them
- You never give an individual student a gift that is not part of the school's "Rewards Policy"
- You never give your personal mobile number or personal e-mail address to a student
- You are aware of the dangers of Social Media e.g. Facebook, Twitter, etc.

Key contacts

Essential contacts Contact Details

Designated Safeguarding Lead Deputy Designated Safeguarding Leads	Helen Cairns Liz Evans Stephen Moffatt
Headteacher	Ian Wilson
Nominated Governor for Safeguarding	Jane Jones
Chair of Governors	David Walsh
Local Authority Designated Officer	<i>Paul Jenkins -</i> https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/
Safeguarding Children in Education Service Manager	Jeanette Cain Children & Young People's Directorate Cheshire West and Chester Council Tel: 01244 976778 Mob.07920 295078
Integrated access and Referral Team 8.30-5pm Mon-Thurs 8.30-4.30 Fri Flintshire access and Referral Team	0300 123 7047 01352 701167
Emergency Duty Team (Out of hours) 4.30pm-8am Mon-Thurs From 4pm Friday 24hours weekends and bank holidays	01244 977 277
TAF Area Co-ordinator	Hayley Bennett 0151 3376472
Local Safeguarding Children's Board	www.cheshirewestlsb.org.uk 0151 356 6494
School Health Advisor	Laura Ates
CAMHS	01244 393200
Cheshire Police	0845 458 0000 or 101 for non emergencies 999 in case of emergency
Youth Engagement Officer – Chester LPU Cheshire Constabulary	Police Constable 5090 Rhiannon Dafydd

	Telephone: 01606 363092 Rhiannon.Dafydd@cheshire.pnn.police.uk
Neighbourhood Policing Officer	PC Antony Carmon PCSO PC Beth George.

Appendix 2

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a Lead comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy 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.
3. 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.
4. 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.
5. Students may become susceptible to radicalisation through a range of social 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.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / student 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 student / student’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 student / student 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 – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. 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.
8. 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.

PREVENTING VIOLENT EXTREMISM

The SPOC is Helen Cairns Deputy Headteacher.

The roles and responsibilities of the SPOC include;

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of all staff in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school’s RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;

- Reporting progress on actions to the Channel* Co-ordinator and sharing any relevant additional information in a timely manner.
- Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
 - Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 3 – Essential Contacts

Designated Safeguarding Lead Deputy Designated Safeguarding Leads	Helen Cairns Liz Evans Stephen Moffatt
Headteacher	Ian Wilson
Nominated Governor for Safeguarding	Jane Jones
Chair of Governors	David Walsh
Local Authority Designated Officer	<i>Paul Jenkins -</i> https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/
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School Health Advisor	Laura Ates
CAMHS	01244 393200
Cheshire Police	0845 458 0000 or 101 for non emergencies 999 in case of emergency Amy.fletcher@cheshire.pnn.police.uk 01606 364565
Safer Schools Officer	
Neighbourhood Policing Officer	PC Antony Carmon PCSO PC Beth George.

APPENDIX 4

The Safe transfer of Child Protection/Safeguarding Files

When a child transfers to another school, the Designated Safeguarding Lead informs the receiving school within five school days, that a child protection/ safeguarding file exists. The receiving school should routinely ask if a child protection/safeguarding file exists, for all transfers. Bishops' Blue Coat High School routinely request information from schools where there are transfers at transition and in-year transfers.

The child protection/ safeguarding file will be passed on either by hand or sent recorded delivery, separate from the child's main school file, within five school days from notification. Care is taken to ensure that confidentiality is maintained and the transfer process is as safe as possible. Parents are never used as couriers for such files.

We keep a copy of the file; this will provide us with evidence of what the school knew and the actions we took to safeguard and promote the welfare of the child. All copies are stored securely and destroyed once the retention period has expired. The minimum retention period is the lesser of either (a) six years, or (b) if relating to a child, the 25th birthday of the child, in line with the Limitation Act 1980.

Storage

All child protection/safeguarding records are sensitive and confidential and will be stored securely in accordance with the Trust's Data Protection Policy and Privacy Notices. The Trust will comply with its obligations under the General Data Protection Regulation 2018.

Access to Child Protection/ Safeguarding Files and Information Sharing

Any child who has a child protection/ safeguarding file has the right to access their personal record, unless to do so would affect their health and well-being of that or another person, or would be likely to prejudice an on-going criminal investigation.

Parents (i.e. those with parental responsibility in law) are entitled to see their child's child protection /safeguarding file, on behalf of their child, with the same exceptions applying as to the child's right to access.

Requests for personal information can be made in accordance with the Trust's Data Protection Policy.