

WILMSLOW HIGH SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

Policy Type:	Governing Body
Managed by:	Director of Student Services
Governors' Link Committee:	Learning and Student Support Committee
Designated Governor:	Chair of Governors
Designated Safeguarding Lead:	Director of Student Services
Deputy Designated Safeguarding Leads:	Personnel Manager Curriculum Engagement Lead

Date of Policy: November 2021

Review schedule: November 2022

Review records:

Safeguarding bulletins in FireFly Sept / Oct 2016 Jan / Feb / April 2017	LCSB audit updated on 27 June, 2017	Safeguarding bulletins in FireFly June / Sept 2017	Updated by DoSS - September 2017
Safeguarding bulletins in FireFly Nov 2017 / March 2018	Review during Ofsted Section 8 Inspection April 2018	LCSB audit updated summer term 2018	Updated by DoSS – June 2018
LSS – September 2018	Review during Ofsted Section 5 Inspection May 2019	LCSB audit updated summer term 2019	Updated by DoSS – July 2019
COVID 19 Addendum to policy – June 2020	Safeguarding Bulletin 15 and 16 related to COVID 19 Safeguarding Bulletin 17 and reminders for staff	LCSB audit updated September 2020 Visitor handbook and guide updated September 2020	Updated by DoSS – October 2020 Appendix 5 added November 2020 – Safeguarding guidance when conducting “live lessons” online
Updated by DoSS – October 2021 Governing Board Policy Review Committee - November 2021			

“Safeguarding” is an umbrella term encompassing the whole wellbeing of a young person and recognises the importance of the preventative agenda. Child Protection is an important component of safeguarding.

1. Definition

1.1 All adults working in education have a duty to safeguard and promote the welfare of children, defined in the Children Act as:

- Protecting children from maltreatment
- Preventing impairment of children’s health and development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and
- Undertaking their role so as to have optimum life chances and to enter adulthood successfully

1.2 Wilmslow High School (‘the school’) recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for young people at risk of significant harm and will endeavour to provide an environment where young people are valued and know that their concerns will be taken seriously. We strive to create an atmosphere where young people feel able to disclose information and seek support and where young people are safe and feel safe.

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

- [Cheshire East Safeguarding Children’s Partnership \(CESCP\) procedures](#)
- [KCSIE 2021 September.pdf](#)
- [Working Together to Safeguard Children 2018](#)
- [OFSTED review-of-sexual-abuse-in-schools-and-colleges](#)
- [Wilmslow High School Behaviour Policy](#)
- [Wilmslow High School Anti-Bullying Policy](#)
- [Wilmslow High School Staff Handbook Section 3.2 on Professional Conduct](#)
- [Wilmslow High School Staff ICT Acceptable Use Policy](#)
- [Wilmslow High School Staff Safeguarding Bulletins](#)
- [Wilmslow High School eSafety Guidance for Students \(p.40 of Student Planner\)](#)
- [Wilmslow High School Student Mobile Phone Acceptable Use Policy](#)
- [“Preventing and Tackling Bullying” DfE July 2017](#)
- [Police Guidance to Schools: When To Call The Police](#)

1.3 In our school we ensure that:

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

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

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

The policy is provided to all staff (including temporary staff and volunteers) at induction; alongside our Staff Handbook Section 3.2 on Professional Conduct.

In addition, all staff are provided with at least Part one of Keeping Children Safe in Education 2020 and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

2. Leadership, management and governance

2.1 Wilmslow High School acknowledges that anxiety undermines good practice and has identified clear lines of accountability to ensure that staff dealing with child welfare concerns are supported and have access to appropriate training and advice. Any individual can contact the Safeguarding Leads and Designated Governor if they have concerns about a young person.

2.2 At Wilmslow High School the Safeguarding Leads are the Director of Student Services, the Personnel Manager and the Inclusion Manager. These leads attend regular safeguarding meetings with Cheshire East in order to remain fully up to date with current safeguarding issues.

2.3 At Wilmslow High School the designated Governor for Safeguarding is the Chair of Governors. The Committee responsible for student welfare matters is the Learning and Student Support Committee. Strategic level Safeguarding information is reported to the Full Governing Board through the Headteacher's Termly Report and the standalone Safeguarding Data Report.

3. Training

3.1 All staff must regard students' well-being to be of paramount importance and should be aware of the signs and symptoms of abuse and know how to respond appropriately to these concerns.

3.2 Basic safeguarding training for all staff is delivered through an online training and assessment package provided by Hays Education. This training is renewed by all staff every three years.

3.3 The Safeguarding Leads will attend appropriate training every 2 years and will attend additional multiagency training in order to ensure the school works well with partner agencies to safeguard children.

3.4 Governors received safeguarding briefings and have followed the same approach as the staff in relation to statutory guidance '*Keeping Children Safe in Education*', DfE (2020). The Headteacher, Deputy Headteacher and Personnel Manager are Safeguarding Recruitment trained.

3.5 Guidance for visitors is provided through two formats, a more detailed booklet for staff visiting on a longer term basis and also through immediate daily safeguarding information provided through a handout sheet at reception.

3.6 This Safeguarding Policy is provided to staff on induction and is available to staff and parents on the school's website.

3.7 Staff receive periodical ‘Safeguarding Bulletins’ to disseminate updates provided by Cheshire East SCIES team and other agencies to ensure safeguarding remains prevalent.

3.8 All staff carry both Safeguarding and Anti-bullying procedure guidance cards with their ID badges.

3.9 This policy applies to all members of the school community (including staff, pupils, volunteers, supply teachers, parents/carers, visitors, agency staff and students, or anyone working on behalf of Wilmslow High School).

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

4. Record keeping procedure

4.1 Our recording procedures are in line with those outlined in Cheshire East’s “Recording and Reporting Guidance.” 2020; the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

4.2 Any member of staff who has concerns about the welfare of a young person will share this information, without delay with the Safeguarding Lead.

4.3 Staff should make a brief accurate record of these concerns using the agreed proforma (see appendix 4), recording any allegations that the young person makes in the young person’s own words if possible and should refrain from asking leading questions at this time.

4.4 The safeguarding Form 1 will be in the Staff Handbook and in the staffroom for staff to access.

4.5 Staff in Student Services and Inclusion must follow the flow of command in relation to safeguarding incidents and record information on the designated forms.

4.6 Staff in Student Services and Inclusion complete a ‘Three Houses’ document with a student whenever a Form 1 has been completed so that the child’s perceptions of wider contextual safeguarding and potential or existing risks at home are recorded.

4.7 Any conversations with external agencies must be documented on the designated forms.

4.8 Pre-16 records must be stored securely with the Director of Student Services and the information shared with staff only on a “need to know” basis. Post-16 records are stored securely with the Head of Sixth Form.

4.9 The Child Protection record will be transferred to the Safeguarding Lead of the admitting school should the young person change school or progress to further education.

5. Confidentiality

5.1 We recognise that all matters relating to Child Protection are confidential

- The Head teacher or Safeguarding Lead will disclose any information about a young person to other members of staff only on a “need to know” basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot make a promise to a child to keep secrets.

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

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

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

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

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

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

6 Referral

6.1 The designated Safeguarding Lead should assess all information available to the school about a young person and refer to the Cheshire East Consultation Service (ChECS), if appropriate, and confirm this referral in writing.

6.2 Staff in Student Services and Inclusion must follow the flow of command in relation to safeguarding incidents and record information on the designated forms.

6.3 Any conversations with external agencies must be documented on the designated forms.

Contact Number

ChECS Tel No: 0300 123 5012

SCIES TEAM: 01606 275039

Emergency Duty Team Tel No: 0300 123 5022

7 Support for vulnerable students

7.1 Wilmslow High School believes that it has an important role in militating against the harm that children can experience because of exposure to forms of abuse e.g. by inclusive activities and programmes delivered through the school's Wider Curriculum programme which enable students to build their confidence and self worth.

7.2 We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by contributing to the Early Help Assessment process, attending CP conferences, child care meetings, multi-agency conferences, etc.

7.3 Wilmslow High School is committed to ensuring students are not vulnerable to child sexual exploitation. We work closely with the police and CHECS to monitor this and engage in utilising the screening tool in order to identify any associated risks.

7.4 If a student is identified as vulnerable then they should be part of the protocol with identifying students at the main reception.

8 Proactive prevention

8.1 Prevention:

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

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- Children are supported in recognising and managing risks in different situations, including on the internet; being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure
- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Importance and prioritisation are given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum
- Appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding

- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children
- Emerging themes are proactively addressed and fed back to the local authority and CESCP to ensure a coherent approach so that multi-agency awareness and strategies are developed
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- Support and planning for children in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- We comply with ‘Working Together to Safeguard Children’ 2018 and support the Cheshire East Safeguarding Children’s Partnership (CESCP) Timely Support for Children and Families in Cheshire East, this document supports professionals to access the **right help and support** for children and their families at the **right time**
- We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- The voice of the child is paramount; therefore, our pupils are actively involved in safeguarding development. There is an established student group/ student involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays
- We consult with, listen and respond to pupils; our school’s arrangements for this are the three houses and student voice
- We use research evidence to inform our prevention work

8.2 Early Help, Child in Need and Child Protection

In our school we ensure that we follow Cheshire East’s Multi-agency Practice Standards CE multi-agency practice standards 2016 to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children where the standards are not being met.

8.3 Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our Designated Safeguarding Leads will be aware of the fact a child has a social worker and will use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

8.3 Cared for children (Looked after children) and previously cared for children

At Wilmslow High School we ensure that staff have the skills, knowledge and understanding necessary to keep Cared for Children safe as we aware that children often become cared for as a result of abuse and/or neglect. We have identified a designated teacher for our Cared for Children; this person works closely with the Virtual school.

9 E-Safety

9.1 We acknowledge that new technologies while enhancing learning opportunities can provide ways of exposing people to potentially harmful experiences.

9.2 The School has developed the following policies and guidance to provide the framework within which students make use of the internet and mobile phones in school

- Wilmslow High School eSafety Guidance for Students (p.40 of Student Planner)
- Wilmslow High School Student Mobile Phone Acceptable Use Policy

9.3 The School's Computing Curriculum, Wider Curriculum lessons and Wilmslow Way systems all promote safer use of the internet and mobile communications.

9.4 The development of "live lessons" in response to the Covid-19 pandemic has necessitated the development of policies and procedures to ensure safe and effective learning through this media.

10 Domestic abuse

10.1 Wilmslow High School takes any incidents of domestic abuse, female genital mutilation and breast ironing seriously and take a proactive role in ensuring the safety of those impacted including contributing to the MARAC (Multi Agency Risk Assessment Conference) process and referring students for additional support.

10.2 Staff in Student Services and Inclusion must follow the flow of command in relation to domestic abuse incidents and record information on the designated forms. Any conversations with external agencies must be documented on the designated forms.

10.3 Wilmslow High School participates in the police-led initiative Operation Encompass to ensure effective sharing of relevant information following any reports of domestic incidence to the police involving a student(s) at the school. This ensures the school is aware of any incidents at the immediately in order for the school to put in place appropriate support.

11 Bullying

11.1 This policy must be read in conjunction with the anti-bullying policy. All types of bullying are addressed through a comprehensive programme. These include, verbal, physical, sexual, homophobic, cyber, emotional and racist. Our inclusive anti-bullying policy adequately addresses the needs of our SEN students to ensure they are safeguarded.

11.2 We respond to incidences of peer-on-peer abuse, sexual violence or sexual harassment by putting in place adequate individual risk assessments, when appropriate, and securing support for victims and alleged perpetrators. This support may consist of counselling and/or PCSO intervention.

11.3 Sexual Abuse including sexual violence and sexual harassment are dealt with in the most serious of terms, including liaison with the Police. All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Where abuse has occurred online or outside of the school or college it will not be downplayed and will be treated equally seriously.

11.4 All incidents are dealt with in-line with our Anti Bullying policy (See Anti-Bullying Policy)

11.5 All staff are trained in addressing student uniform infringements using appropriate language that does not perpetuate social stereotypes. This further supports our stance on staff leading by example with our commitment to eradicating sexual harassment inside and outside of school.

12 Children requiring mental health support

We recognise that schools have an important role to play in supporting the mental health and wellbeing of their pupils.

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

We ensure we have specific training and clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems through the wellbeing hub and student services team

13 Violence and extremism

13.1 The School's Values inform the curriculum, as it does all aspects of our work. The values include the following, which help to set the context for our attitude to extremism: mutual respect; acceptance of personal responsibility; pride; courtesy, self-discipline and success; honesty, moral courage and integrity; and good friendship.

13.2 The promotion of both personal responsibility, understanding of the differences between right and wrong and respect for the civil and criminal law and an understanding of how individuals can contribute to the wellbeing of those in the locality and beyond are addressed in many different subjects and contexts, including assemblies and the school's Wider Curriculum programme.

13.3 Wilmslow High School takes pride in the personal and spiritual development of its young people and seeks to provide every opportunity for pupils to become positive and emotionally resilient adults with the knowledge and confidence to stand by their own convictions. Some of the most valuable work at Wilmslow High School in combating extremism is carried out in Religious Studies lessons.

13.4 Any concerns expressed about individuals in relation to violence or extremism is addressed through the above safeguarding procedures.

13.5 Wilmslow High School adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2019) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

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

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by HAYS on Line training

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

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

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

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

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

14. Specific safeguarding issues

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members. (Appendix 1-3)

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

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

- Physical Abuse
- Sexual Abuse including sexual violence and sexual harassment
- Emotional
- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Criminal Exploitation
- Extremism and Radicalisation

- Children missing education
- Domestic abuse
- Peer relationship abuse/Teenage Relationship Abuse
- Risky behaviours
- Problematic and Harmful Sexual Behaviour
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Cyber Bullying. Breaches of the Equality Act 2010
- Mental health issues including Self-Harm
- Honour based abuse including - Female Genital Mutilation, Breast Ironing, Forced Marriage
- Unaccompanied asylum-seeking children
- Child Trafficking
- Gaming
- Upskirting
- Modern Day Slavery

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

15 Safer recruitment of staff and volunteers

15.1 The school pays full regard to DfE guidance ‘Keeping Children Safe in Education’ 2020 and with reference to the ‘Position of Trust’ offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children’s List and right to work in England checks in accordance with DBS and Department for Education procedures
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our expectations on Staff Professional Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their

employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)

- Maintaining an accurate, complete, up to date Single Central Record

15.2 The Headteacher, (J Pulle) Deputy Headteacher (R Powley) and Personnel Manager (G Pugh) are accredited in Safer Recruitment and at least one member of interviewing panels will have passed the required assessment. All staff will be given safeguarding and code of conduct information as part of their induction.

15.3 Procedures are in place to support all staff who have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity. Details are found within our complaints procedure.

15.4 Wilmslow High School ensures that if it is a regulated activity provider when arranging a homestay, the school makes the necessary arrangements to obtain a DBS enhanced certificate with barred list information to consider the suitability of respective adults who will be responsible. Notwithstanding this, the school carries out due diligence to minimise the risk of harm to those children during any homestay arranged via a private arrangement.

15.5 Wilmslow High School completes an individual risk assessment for every supervised volunteer working within the school. The school uses its professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

16 Allegations against staff

16.1 We recognise the possibility that adults working in the school; including directly employed staff, volunteers, and supply teachers, may harm children; that they may have

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

These can include incidents outside of school which do not involve children but could have an impact on their suitability to work with children

16.2 Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher without delay or, where that is a concern about the Headteacher, to the Chair of Governors and the LADO.

16.3 Staff are aware that this must be done on the same working day.

16.4 The school will not internally investigate until instructed by the LADO.

16.5 We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support through publication of this information on the school website and in the Staff Handbook.

17 Allegations against Adults in School

In the event of an allegation about the behaviour of an adult employed at the school the Headteacher will, after investigation of the circumstances, if necessary contact the Personnel department/Safeguarding Unit and follow Local Authority procedures.

Staying Safe

Designated Safeguarding Lead	Simon Mackintosh (Director of Student Services)
Deputy Safeguarding Lead	Sarah Clarke (Curriculum Engagement Lead)
Chair of Governors	Jim Caulkett

Our local contact numbers are:

Safeguarding of children concerns <i>(Children living in Cheshire East)</i>	0300 123 5012 <i>Cheshire East Consultation Service</i> <small>(Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm)</small> 0300 123 5022 <i>Emergency Duty Team</i>
Safeguarding of children concerns <i>(Children living in other Authorities)</i>	SCIES TEAM: 01606 275039
Allegations against an adult working with children	01270 685904/ 01606 288931 <i>Local Authority Designated Officer (LADO)</i>
Prevent referrals	Tel: 01606 362121
Police (Emergency) Police (Non Emergency)	999 101

Appendix 2



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

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

📞 Tel: 0300 123 5012
📞 Tel: 0300 123 5022 (Emergency Duty Team for out of hours)

Definitions of Abuse

“Keeping Children Safe in Education” 2020

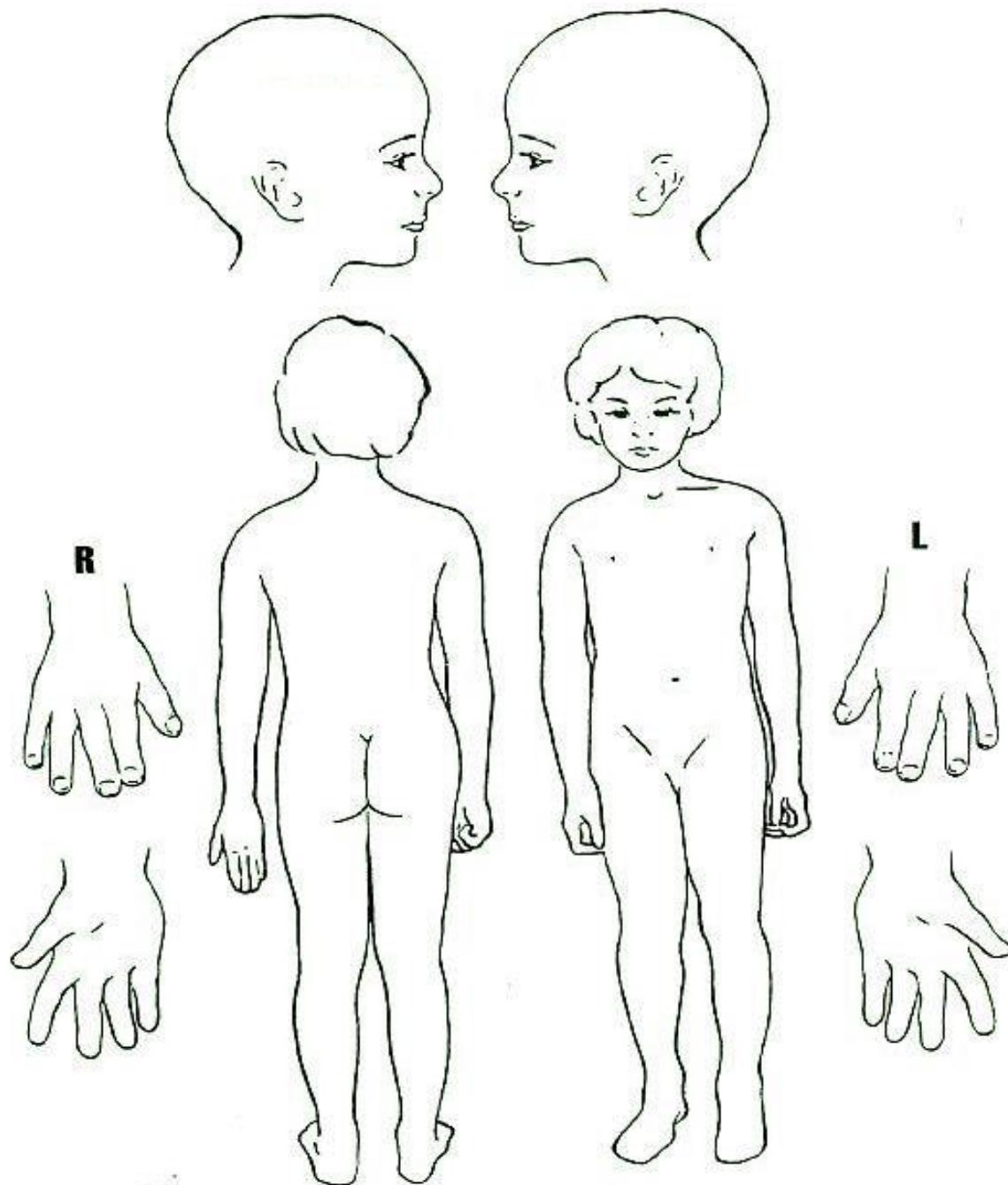
<p>Sexual</p> <p>Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.</p> <ul style="list-style-type: none"> • The activities may involve physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing • They may also include non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse • Sexual abuse can take place online, and technology can be used to facilitate offline abuse. <p>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<p>Emotional</p> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</p> <ul style="list-style-type: none"> • conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. • not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. • developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability • overprotection and limitation of exploration and learning • preventing the child participating in normal social interaction. • seeing / hearing the ill-treatment of another. • serious bullying (including cyberbullying) causing them frequently to feel frightened or in danger • exploitation or corruption of them. <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
<p>Neglect</p> <p>The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. It may occur during pregnancy as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide adequate food, clothing and shelter (including exclusion from home or abandonment) • protect a child from physical and emotional harm or danger • ensure adequate supervision (including the use of inadequate care-givers) • ensure access to appropriate medical care or treatment. <p>It may also include unresponsiveness to, or neglect of a child’s basic emotional needs.</p>	<p>Physical</p> <p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> • Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. • Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child. • Injuries in babies and non-mobile children

Appendix 4**Safeguarding****Form 1 -Record of incident/concern form**

Student's Name:	Tutor Group:	Date:
<p>Please record the details of the incident/issue you are concerned about. Please keep the account factual and include verbatim comments where possible. As a matter of good practice, please include 'Who, What, Where, When'.</p> <p>If you are reporting a potential incident of physical abuse remember to include a record of marks observed on the child (see overleaf). The completed form must be HANDED directly to the relevant Student Manager or Head of House. If they are unavailable this form must be handed directly to Sarah Clarke, Curriculum Engagement Lead or Simon Mackintosh, Director of Student Services. This form must not be left on a desk or in a pigeonhole.</p>		
(Please continue on a separate sheet of paper, if necessary and staple together)		
Signed:	Print name:	
Role:		
How did you become aware of the issue? circle:	Please	Observation/disclosure
Reported to:	Date and time report made:	
Student Manager/HOH Use Only Date and time form received:		
Outcome: Please include the outcome of discussions with parents/carers where appropriate.		
Record of contact with home: (Please continue on a separate sheet of paper, if necessary and staple together)		
Further action: please circle <ul style="list-style-type: none"> • Continue to monitor; referral not made (detail action below) • Keeping families safe (form 2) • Complete CAF (form 3) • Consult SCIE Team (form 4) • Multi agency referral (form 5) • Refer to social care and/or police— please pass to Child Protection Officer (Simon Mackintosh/Sarah Clarke/Dan Conley/Dafydd Jones/Huw Williams for sixth form) 		
Child Protection Officer use only Record of conversation with social care/police		
Signed:	Date:	

SKIN MAP – used by non-medical staff to assist in reporting concerns.
THIS IS NOT A MEDICAL ASSESSMENT

Name of student:	Tutor Group:
Recorded by:	Role:
Date:	Time:



Appendix 5

Staff safeguarding guidance when using Zoom (lessons) Teams (meetings)

<https://wilmslowhigh.fireflycloud.net/professional-learning/digital-learning-home-page/zoom-1/zoom-safeguarding-and-firefly-guidance>

Please note:

- It is **the teacher's responsibility** to choose the most effective teaching and learning experience for their classes and to be able to use this safely and effectively.
- In some remote learning scenarios there are obvious benefits being able to see students via their camera, and equally, students being able to see the teacher.
- Teachers should have clear and safe routines when using cameras that are clearly communicated to students.

The school's normal safeguarding guidance and procedures apply when using video conferencing - the following points are specific to online interactions, to protect staff and students:

- **Accounts:** only school accounts to be used by staff and students (user, device and location information is recorded from all meetings/lessons)
- **Professional:** normal standards of dress and behaviour apply
- **Environment:** if delivering from home, be aware of your background - keep it neutral and professional.
- **Communication:** Clearly communicate the Zoom lesson details to students - a Firefly task is the recommended method (see guidance below)
- **Student log-in:** Encourage students to log in to the lesson just before the normal time the lessons starts and wait in the waiting room (eg. period 1 - student login at 9am)
- **Start time:** Start the lesson once you are ready - give yourself approx. 10 mins to ensure all equipment works and resources are ready (eg. period 1 - start approx. 9.15am and make sure students know to wait) - don't rush and make mistakes.
- **Teacher camera:** This should not be pointing at any students - it needs to be focused on the whiteboard or member of staff. Colleagues do not need to have their camera turned on; it is their choice depending how comfortable they feel. The most important part of any online interaction is your instruction (voice) and screen share (PowerPoint/white board etc.)
- **Student camera:** All students start with their cameras turned off. The teacher decides if he/she would like student cameras turned on. Teachers should have clear and safe routines when using cameras that are clearly communicated to students.

- **Screen share:** Make sure that the desktop being shared does not include any information that should not be shared...before screen is shared.
- **Platforms:** you must use Zoom and no other platform for lessons (Teams may be used for meetings). Any other interaction using other platforms should be avoided, unless agreed in advance with a member of SLT.
- **Settings:** all basic Zoom settings are audited and set centrally by the administrator (contact C Astley) - you cannot change these
- **Controls:** ensure you are familiar with and can quickly locate in meeting controls (mute mics, chat, switch off video/annotation and end meeting) - practice first with a colleague.
- **Be ready:** don't rush to start and ensure you are comfortable with your settings and ready with your resources before starting a meeting (use the waiting room and/or silent reading depending on the lesson scenario)
- **Lock the meeting:** when you're in the meeting, click Participants at the bottom of your Zoom window. In the participants pop-up box, you will see a button that says Lock Meeting. When you lock the meeting, no new participants can join, even if they have the meeting ID and password.
- **Student issues:** log any student behaviour / safeguarding concerns and use the normal behaviour/safeguarding systems to report them
- **Consistent expectations:** all interactions must start with student cameras off and mics muted. Your decision how to use chat functions, cameras and mics once the session has started, but it's safer to keep students cameras turned off unless there is a sound reason for them being turned on. If a staff member disables a student's camera, the student will not be able to turn it back on. Set clear boundaries.
- **Attendee On-Hold:** if you need a private moment, you can put attendees on-hold. The attendee's video and audio connections will be disabled momentarily. Click on the attendee's video thumbnail and select Start Attendee On-Hold to activate this feature.
- **One-to-one sessions:** these need to be risk assessed and agreed by a member of SLT. An online interaction with one student will require written parent permission and either another member staff on the call or the session to be recorded. Start and finish the interaction for all at the same time.
- **Recording Safeguarding:** only record meetings where there is a good reason to do so (e.g. for distributing lesson content to students who could not attend). You should not record any lessons or parts of lessons involving students on video (i.e. only record screen sharing and audio). You can pause your recording in meeting if necessary.
- **Recording GDPR:** Most recordings will be saved to the local machine so ensure they are stored securely and if you are unsure please contact Colin Astley.
- **Keep it simple:** only plan to do as much as you feel comfortable to do. Don't attempt a 50:50 Zoom session without practice

- **Abandon:** if for any reason the session is not working, don't carry on - explain to students that that you are stopping the session and consider an alternative way of communicating the work.
- **Training:** training and guidance can be found on the Zoom teacher guidance page in firefly. If you need further help, speak to Gary Morley or Colin Astley.
- **Register:** A SIMS register should not be taken for students who are self-isolating but are taking part in a Zoom lesson, though the teacher should be aware of/keep a note of any students who fail to take part.

Student expectations:

- **Dress:** do not need to be in uniform but must be 'appropriate' (doesn't make you feel uncomfortable) - any concern, remove the student from the lesson
- **Background:** if camera is on, encourage a blurred background or at least a room with no distractions or other family members
- **Prompt:** ask students to log in before the interaction is due to start, so that any technical issues can be ironed out before the teacher admits the group. Schedule the interaction to start 10 minutes before you plan to admit students - but tell them they need to wait.
- **Behaviour:** the school's behaviour procedures apply online. Any poor behaviour should be dealt with as normal (chat comments / language / disrespect etc.)
- **Rules of engagement:** explain how you want students to engage in the session - they will need clear guidelines and boundaries
- **Headphones:** encourage students to wear headphones when participating - the interaction is aimed at them only so this should help with staying focused and not being distracted
- **Social media:** students should not be engaging with the session using any other platform or social media unless agreed with a member of SLT
- **Students have been sent the following guidance** on expected behaviour: <https://wilmslowhigh.fireflycloud.net/digital-fluency/student-help-guide-zoom>