

WILMSLOW HIGH SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

Policy Type:	Governing Body
Managed by: Services	Deputy Headteacher, Behaviour and Attitudes
Governors' Link Committee:	Learning and Student Support Committee
Designated Governor:	Chair of Governors
Designated Safeguarding Lead:	Deputy Headteacher , Behaviour and Attitudes
Safeguarding Team:	Assistant Headteacher, Student Services Inclusion & G8Way Lead Student Services Lead for Learning & Achievement
Safer Recruitment Trained staff:	Headteacher Deputy Headteachers School Business Manager Personnel Manager
Date of Policy:	December 2022
Review schedule:	Summer 2023 – in line with LCSP Annual Audit & KCSIE updates

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1. Definitions and References

“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.

- 1.1. 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 has been informed by the following three suites of materials.

A: National and local guidance publications

- [Cheshire East Safeguarding Children’s Partnership \(CESCP\) procedures](#)
- [Keeping Children Safe in Education \(2022\)](#)
- [“Preventing and Tackling Bullying” DfE July 2017](#)
- [Working Together to Safeguard Children 2018](#)
- [OFSTED review-of-sexual-abuse-in-schools-and-colleges](#)
- [“Police Guidance to Schools: When To Call The Police](#)
- [Gov.uk: Sarah Act 2015](#)
- [Safer Working Practice Guidance for those working with children and young people in education settings May 2022](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [Prevent duty guidance - GOV.UK \(www.gov.uk\)](#)
- [Behaviour in schools: advice for headteachers and staff DFE 2022](#)

B: School policies for staff reference and guidance

- [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](#)

C: School policies for student reference and guidance

- [Wilmslow High School Policies for Student Reference](#)



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
- Students 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
- All staff are aware that they should be prepared to identify students who might benefit from Early Help and ensure that the Designated Safeguarding Leaders are informed so 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.

1.4. 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.

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

1.6. In addition, all staff are provided with at least Part One of Keeping Children Safe in Education 2022 and are required to sign to indicate that they have read and understood it. The Designated

Safeguarding 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 has established 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 Deputy Headteacher, Behaviour and Attitudes, Assistant Headteacher, Student Services, and the Inclusion and G8Way Lead. If an issue has a staff dimension they are supported by the Personnel Manager.
- 2.3. The Designated Safeguarding Leads attend regular safeguarding meetings with Cheshire East Safeguarding Children in Education Settings Team (SCiES) in order to remain fully up to date with current safeguarding issues. The school subscribes to the Enhanced Service Level Agreement provided by the SCiES Team (see Appendix 6)
- 2.4. 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.
- 2.5. The school keeps its Safeguarding Policy and Procedures under continuous review so that we can respond promptly to any need for development.
- 2.6. The school also conducts the annual Safeguarding Audit (Section 175 audit) provided by the SCiES Team and uses this to prioritise development needs.

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. Providing this knowledge and understanding is an important element of our school's commitment to professional learning and training.
- 3.2. At their induction to the school (see [Staff Handbook Section 3.2.a](#)) new staff are introduced to key policies and procedures which include Safeguarding matters (Staff Handbook [Section 6.7](#) and [Section 7.6](#)) and Professional Conduct (Staff Handbook [Section 3.2](#))
- 3.3. Basic safeguarding training for all staff is delivered through an online training and assessment package. This training is regularly updated using a mixture of online and in-person activities.

- 3.4. 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.
- 3.5. Governors receive safeguarding briefings and have followed the same approach as the staff in relation to statutory guidance *'Keeping Children Safe in Education'*, DfE (2022).
- 3.6. A team of colleagues have current Safer Recruitment training. This team includes:
- The Headteacher
 - The Deputy Headteachers
 - The School Business Manager
 - Personnel Manager
- 3.7. Guidance for visitors is provided through two formats:
- a more detailed booklet for staff visiting on a longer term basis
 - immediate daily safeguarding information provided through a handout sheet at reception.
- 3.8. This Safeguarding Policy is provided to staff on induction and is available to staff and parents on the school's website.
- 3.9. Staff receive periodical 'Safeguarding Bulletins' to disseminate updates provided by Cheshire East SCIES team and other agencies to ensure safeguarding remains prevalent. These updates are reviewed in staff team meetings with feedback provided to the Designated Safeguarding Leads
- 3.10. All staff carry both Safeguarding and Anti-bullying procedure guidance cards with their ID badges.
- 3.11. This policy applies to all members of the school community (including staff, students, volunteers, supply teachers, parents/carers, visitors, agency staff and students, or anyone working on behalf of Wilmslow High School.

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 their deputies 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 Designated Safeguarding Lead or one of their deputies.
- 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 the Student Services Teams must follow the flow of command in relation to safeguarding incidents and record information on the designated forms.
- 4.6. Staff in the Student Services Teams 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 Designated Safeguarding Lead 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 or carer 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 student 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.

ChECS Tel No: 0300 123 5012	SCIENS TEAM: 01606 275039	Emergency Duty Team Tel No: 0300 123 5022
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7. Support for vulnerable students

- 7.1. Wilmslow High School believes that our Whole Curriculum can play an important role in supporting children who have been exposed to forms of abuse. For example, Form Tutors role at the beginning and end of each day in creating positive relationships within Tutor Groups or the 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.

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 information about the support that is 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; this is a crucial feature of the Wilmslow Way and Wider Curriculum lessons aspects of our Whole 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 CЕСSCP 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 addressed through the Wellbeing lessons within the Wider Curriculum teaching programme, pastoral and health support through the Student Services and Medical Needs Teams and liaison with appropriate external agencies.
- 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 student welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary
- We use the Pastoral Feedback system to ensure that 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 students 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 students; 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).

8.4. 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.

9.1. 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](#)
- [Wilmslow High School Student Mobile Phone Acceptable Use Policy](#)

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

9.3. 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 child-on-child 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](#)
- 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

- 12.1. We recognise that schools have an important role to play in supporting the mental health and wellbeing of their students.
- 12.2. 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.
- 12.3. The Student Services Leader for Learning and Achievement (D Conley) is the school's Designated Mental Health Champion. They lead on providing 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](#), the medical needs coordinators and student services team

13. Violence and extremism

- 13.1. The school's values shape and guide all aspects of our work. These values are promoted to our students through the Wilmslow Way. This seeks to develop Young People of Character who routinely demonstrate the five elements of PRIDE:

Professionalism	'High standards in all that we do'
Respect	'Showing consideration for yourself and others'
Integrity	'Just doing the right thing'
Determination	'Not giving up and aiming for your personal best'
Empathy	'Thinking about and helping others'

- 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 students 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. Wilmslow High School adheres to the [Prevent Duty Guidance and Self-Assessment Tool for schools \(published October 2022\)](#). The development of our procedures and practice is informed by national advice provided by the DfE's [Educate Against Hate](#) programme and local advice provided by the Cheshire East Safeguarding Children in Education Settings (SCiES) Team.
- 13.5. Wilmslow High School therefore 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.

- 13.6. 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.
- 13.7. 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.
- 13.8. 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 Wider Curriculum lessons curriculum.
- 13.9. Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our students 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.
- 13.10. All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by HAYS on Line training
- 13.11. 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.
- 13.12. 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.
- 13.13. 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 student 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.
- 15.2. 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 students and parents, following our expectations on Staff Professional Conduct. [Click here](#) for the Safeguarding Booklet provided to Visitors.
 - 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
- 15.3. The Headteacher, Deputy Headteachers, School Business Manager and Personnel Manager 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.
- 15.4. Wilmslow High School understands the expectations set out in Annex D of Keeping Children Safe in Education 2022 in relation to assessing the suitability of adults in UK host families where a homestay is being arranged for a visiting child. When the school is making these arrangements, it will obtain DBS enhanced certificates with barred list information to consider the suitability of respective adults who will be responsible.
- 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. The school recognises the possibilities that safeguarding concerns or allegations may arise in relation to any adult working in the school, including supply staff, contractors and volunteers.
- 16.2. As part of our whole school approach to safeguarding we promote an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This includes allegations which do not meet the harms threshold, also known as low level concerns. These can include incidents outside of school which do not involve children but could have an impact on their suitability to work with children
- 16.3. If staff have safeguarding concerns, or an allegation is made about another member of staff posing a risk of harm to children, these 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.
- 16.4. 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 (see [Staff Handbook Section 3.9](#))

Harms threshold

- 16.5. **This risk of harm covers situations where a member of staff 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.
- 16.6. Staff are aware that any concerns of this nature must be reported to the Headteacher on the same working day.

Low level concerns

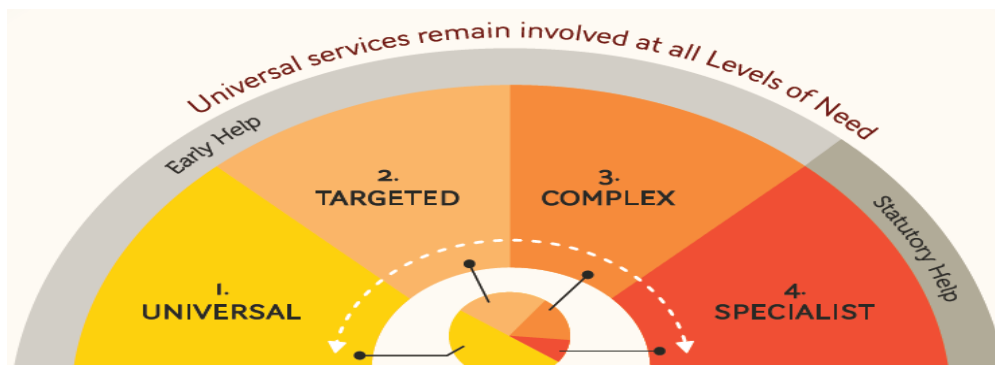
- 16.7. We understand that the term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:
 - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
 - does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.
- 16.8. Examples of such behaviour could include, but are not limited to:
 - being over friendly with children
 - having favourites

- taking photographs of children on their mobile phone, contrary to school policy
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
 - Humiliating children.
- 16.9. Low level concerns will be reported in the same way as a concern in relation to concerns and allegations that meet the harms test i.e. through the Designated Safeguarding Leads or Deputy Headteachers to the Headteacher or Chair of Governors, if the concern is about the Headteacher.
- 16.10. Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.
- 16.11. Where a pattern of behaviour is identified, the Headteacher will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.
- 16.12. The Head will consider if there are any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

Staying Safe

Designated Safeguarding Lead	Simon Mackintosh (Deputy Headteacher)
Safeguarding Team Lead	Dafydd Jones (Assistant Headteacher) Sarah Clarke (School Inclusion Lead) Dan Conley (Student Services Leader, Learning and Achievement)
Chair of Governors	Jim Caulkett
Our local contact numbers are:	
Safeguarding of children concerns (<i>Children living in Cheshire East</i>)	0300 123 5012 Cheshire East Consultation Service (Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm) 0300 123 5022 Emergency Duty Team
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 Local Authority Designated Officer (LADO)
Prevent referrals	Tel: 01606 362121
Police (<i>Emergency</i>) Police (<i>Non Emergency</i>)	999 101

Appendix B – Cheshire East Levels of Needs



<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)

Appendix C – Definitions of Abuse

Definitions of Abuse “Keeping Children Safe in Education” 2020

<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 D – Form 1 – Record of incident / concern

Safeguarding

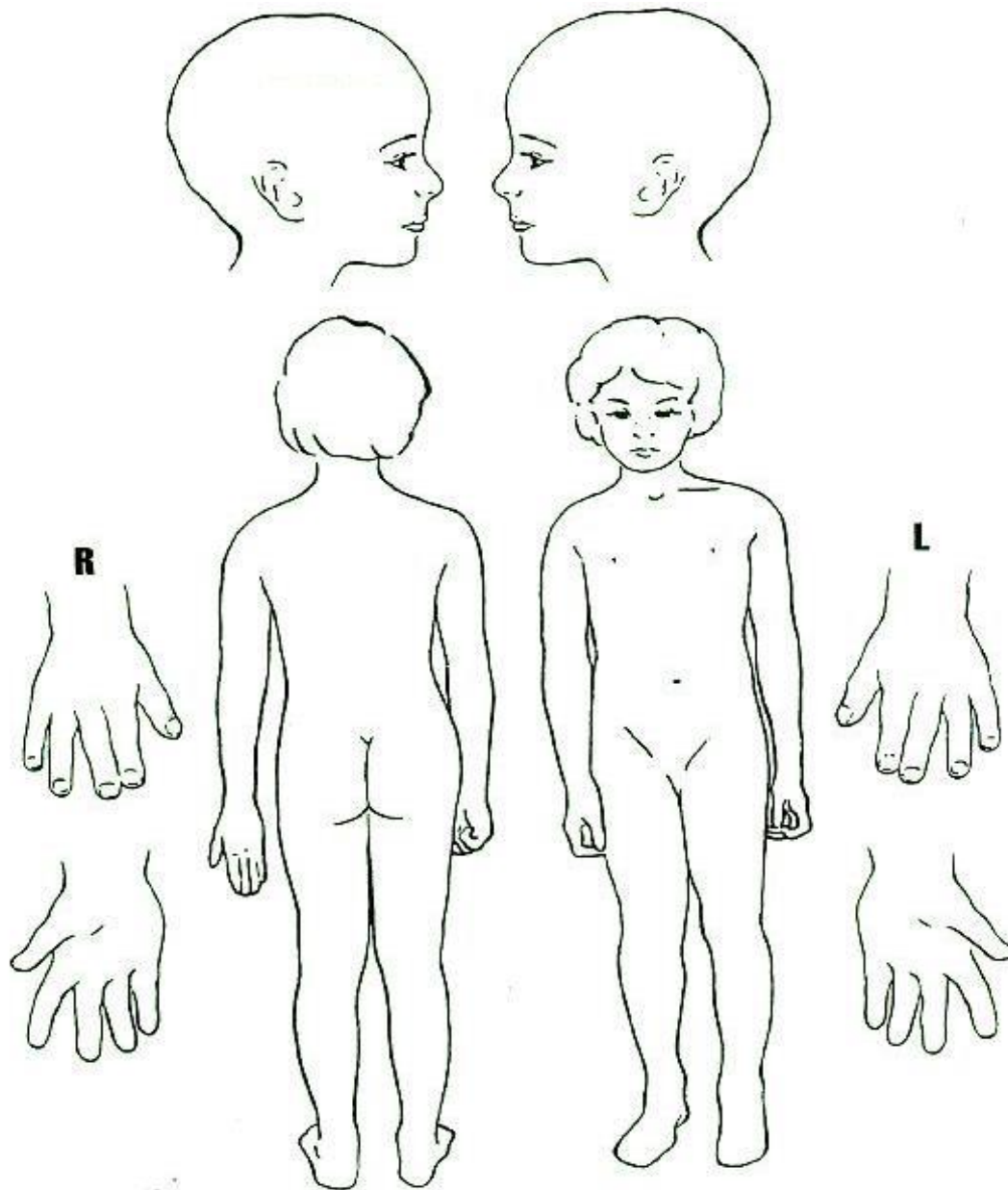
Form 1 -Record of incident/concern form

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)		
<u>Further action: please circle</u>		
<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) 		
<u>Child Protection Officer use only</u>		
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:
Recorded by:
Date:

Tutor Group:
Role:
Time:



Appendix E - Staff safeguarding guidance when using Zoom (lessons) Teams (meetings)

<https://wilmslowhigh.fireflycloud.net/staff-handbook---current/4-curriculum-teaching-learning-and-assessment/digital-learning-home-page/zoom/zoom-safeguarding-update-feb-2021>

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 and 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) - read the guidance below and practise first with a colleague.

<https://wilmslowhigh.fireflycloud.net/staff-handbook---current/4-curriculum-teaching-learning-and-assessment/digital-learning-home-page/zoom/zoom-classroom-management-in-meeting-controls>

- **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>

Appendix F – SCiES Service Level Agreement 2022-2023



Safeguarding Children in Education Settings

Service Level Agreement 2022- 2023

Date: April 2022

Introduction

The purpose of this document is to set out an agreed safeguarding Service Level Agreement (SLA) which all education settings will be expected to take up to demonstrate their commitment to 'working together' and provide the necessary assurance of safeguarding practice.

All partners have joint responsibility for local safeguarding arrangements and are committed to the principles that support these arrangements.

All educational settings are part of the wider safeguarding partnership as a relevant agency. In Cheshire East this Partnership is known as the Cheshire East Safeguarding Children Partnership (CESCP). The Director of Education is a core member of the Partnership Executive, representing headteachers of maintained schools and academies. However, all education settings need to continue to engage and demonstrate their commitment to safeguarding practice and fulfil their statutory role in safeguarding children and young people.

All partners contribute financially, on an annual basis, to the CESCP. This document outlines the Service Level Agreement (SLA) for schools and colleges in Cheshire East.

The SLA offers two levels of contribution; one is referred to as the core offer, the other is the enhanced offer. All education settings will be expected to take up at least the core offer and make this contribution to local safeguarding arrangements.

In Cheshire East, there is a Safeguarding Children in Education Settings (SCiES) team which supports schools to ensure their compliance with safeguarding requirements. This service is well regarded by schools, providing effective monitoring, training and advice on a wide range of themes for the benefit of keeping all our young people safe. Support from the SCiES team is included in this SLA, from the very basic where schools purchase the core offer to more in depth support for those purchasing the enhanced offer.

SCiES also offer a range of additional support which can be purchased separately to this SLA, either as stand-alone training and support, or as part of a pre-purchased package. For information regarding the other services provided by the SCiES team see the team's Annual training plan which gives details of courses, dates and charges.

It is expected that all settings will purchase the Core Offer. If a setting does not then the Safeguarding Children's Partnership would need clear evidence on how the setting fulfils its safeguarding obligations and, if required, would need to consider a further review of arrangements and take appropriate actions.

What is provided through the different part of the Service Level Agreement

▲ denotes this is included

	Enhanced	Core	No SLA
Safeguarding legislation/key government guidance: Signposting through the school's bulletin and CЕСCP newsletters.	▲	▲	▲
New Heads/Designated Safeguarding Leads: Introductory visit from a SCIES Officer to all to make them aware of key Safeguarding information	▲	▲	▲
CESCP Multi-agency policies, procedures and screening tools: access to the Safeguarding Children's partnership externally hosted website	▲	▲	▲
Multi-agency Child Safeguarding Practice Reviews and Local Reviews (formally Serious Case Reviews and Reflective Reviews); CЕСCP ensure that these take place effectively and fund their administration.	▲ <i>Where directly involved SCIES will support participation by the school and implementation of any changes to practice</i>	▲	▲
CESCP Multi-agency safeguarding training: access to this training provided through the Safeguarding Children's Partnership	▲	▲	<i>This is available but there is a charge per person</i>
MARAC, Contextual Safeguarding, Child exploitation and Missing from home meetings, Chanel Panel; CЕСCP ensure the meetings are co-ordinated and accurately recorded	▲	▲	▲
MARAC, Contextual Safeguarding, Child exploitation and Missing from home meetings, Chanel Panel; Representation by SCIES for schools within these meetings collecting and collating information from schools, sharing this in the multi-agency forum and feeding back	▲ <i>Supporting advice given as required</i>	▲	

	Enhanced	Core	No SLA
Section 175 compliance arrangements: all schools and colleges have to provide assurance to the CЕСP of their safeguarding arrangements. This also supports the setting in its compliance arrangements.	▲ <i>Audit tool provided and collated report feeding back on key themes and new ideas</i>	▲ <i>Audit tool provided and collated report feeding back on key themes and new ideas</i>	<i>Assurance required but audit tool is not provided. The report will not be available</i>
Termly SCIES meetings: Access for Designated Safeguarding Lead (DSL) to the meeting where key relevant safeguarding information is disseminated	▲ <i>Access for DSL and Deputy DSL</i>	▲ <i>Access for DSL only</i>	
Safeguarding Partnership Development groups: ensuring the perspective of education settings is always included in developments and ensuring DSLs are fully updated on emerging issues through SCIES attendance at these sub-groups	▲	▲	
Basic safeguarding advice: available by phone or email from SCIES. <i>(SCIES will always give the level of advice needed to ensure the adults are able to take the right steps to protect the child they are calling about)</i>	▲	▲	
Specific, detailed safeguarding advice; SCIES will provide detailed advice via email and telephone discussion. These may involve liaison on behalf of the schools with the 'front door', other teams in education, finding information from Liquid Logic to move things forward etc	▲		
Access to refresher training package; SCIES will write "refresher" training which will be circulated to DSLs in September so that the DSL can deliver this to all staff as part of statutory requirements. The training will address up to date and relevant themes.	▲		

Access to the SCiES website; this has key safeguarding documents, templates, proforma and varied support materials	▲		
	Enhanced	Core	No SLA
Safeguarding template policy documents and exemplars: Provision, by SCiES, of a CE Safeguarding and Child Protection policy document for education settings, which is updated on an annual basis to ensure schools are compliant with changes to expectations. Plus, other documents as relevant e.g. Voice of the Child proformas, Recording of safeguarding concerns etc.	▲		
Screening Tools and Report writing: Support from SCiES for DSL's in understanding and completing screening tools and safeguarding report writing	▲		
Access to the SCiES website; this has key safeguarding documents, templates, proforma and varied support materials	▲		
"One minute guides" and newsletters; key information/ statutory updates written and sent out by SCiES on a monthly basis reflecting current themes/challenges	▲		
Monthly safeguarding scenarios: SCiES write these for use in staff meetings to generate discussions; they deal with key themes and signpost to support and materials	▲		
Advice around escalations of concerns and complaints (as necessary); SCiES will have outcomes focused discussions with relevant staff, supporting the identification of solutions; to ensure schools feel they have been listened to and understood, and that key actions are taken to move things forward	▲		
Advice re safety planning and risk management relating to individual children (as necessary); SCiES will give appropriate guidance and advice to enable DSLs, when a specific situation arises, to effectively plan for the safety of the involved child and other children in the school. They provide access to relevant	▲		
materials around harmful sexualised behaviour e.g. templates for recording and managing risk			