



Wilmslow Preparatory School

Child Protection and Safeguarding Policy

Whole School Policy & Procedures (including EYFS)

Person responsible for the Policy:	Mrs H Rigby
Date Approved:	January 2019
Approved by:	Mr D Vanstone, Safeguarding Governor
Date for Review:	September 2019

At Wilmslow Preparatory School the named personnel with designated responsibility for Child Protection and Safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding Governor
Mrs H Rigby	Mrs L Pierce (EYFS) Miss A Shaw	Mr D Vanstone (contact via the School Office)

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

Designated Senior Manager (normally the Head teacher)	Chair of Governors (in the event of an allegation against the Head teacher)
Mrs H Rigby	Mr N Rudgard (contact via the School Office)

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

Designated teacher for cared for children
Mrs N Savage

1. Introduction:

Wilmslow Preparatory School (WPS) is committed to creating and maintaining the safest possible environment in which to care for and educate children and young people. We work with parents and other child centred professionals in order to create this safe environment for our pupils.

WPS believes that it is always unacceptable for a child or young person to experience abuse of any kind and we recognise our responsibility to safeguard and promote the welfare of all children and young people, by a commitment to practice which protects them.

Our Local Safeguarding Children Board (LSCB) is **Cheshire East**. WPS will operate safeguarding procedures in line with locally agreed inter-agency procedures.

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

- Cheshire East Local Safeguarding Children Procedures
- Working Together to Safeguard Children 2018
- Keeping children Safe in Education 2018
- Statutory Framework for the Early Years Foundation Stage [April 2017]
- What to do if you are worried a child is being abused - Advice for Practitioners [March 2015]
- Guidance for safer working practice for staff working in education settings [October 2015]
- School online safety policy
- Staff Code of Conduct
- "Preventing and Tackling Bullying" DfE July 2017
- "Prevent" Counter-terrorism and Security Act 2015
- Children Act 1989

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

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

In our school we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection.
- All staff act on concerns or disclosures that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to the WPS Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting.

- All staff are aware of Early Help and ensure that relevant assessments and referrals take place.
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another.
- Provision is made for teaching children to keep themselves safe, including on-line.

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

The policy is provided to all staff (including temporary staff and volunteers) at induction, along with our Staff Code of Conduct, the WPS Behaviour Policy and our WPS Children Missing Education Policy.

In addition, all staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2018), plus Annex A 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. Aims of this document:

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

3. Scope of this Policy

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

This policy is consistent with Cheshire East Local Safeguarding Children's Board (LSCB) child protection procedures.

4. Definitions of terms used in this document:

Child Protection: refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children: refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Early Help: means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

Child: refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however the policy will extend to visiting children from other establishments.

Parent: refers to birth parents and other adults who are in a parenting role e.g. carers, step-parents, foster parents, and adoptive parents.

5. 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 safeguarding issues around the use of mobile technologies and their associated risks.
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.

- We ensure that appropriate filters and appropriate monitoring systems are in place; however we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children.
- Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- We comply with ‘Working Together to Safeguard Children’ 2018 and support the Cheshire East Local Safeguarding Children Board (LSCB) Continuum of Need (Appendix 2).
- 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.
- We use research evidence to inform our prevention work.

6. Early Help:

All staff are aware of the Cheshire East LCSB ‘Continuum of Need’ (Appendix 2) and Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child’s development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child’s point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care

- is a privately fostered child.

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

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

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

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

There is adequate signposting to external sources of support and advice for staff, parents and pupils, with posters for NSPCC and Childline displayed around School.

7. Concerns about a child - recording and reporting:

Our recording procedures are in line with those outlined in Cheshire East's "Recording and Reporting Guidance 2018.

Cause for concern sheets (Appendix 3):

Ideally, these logs of incidents/observations/disclosures should be typed. Where they are hand written they should be clearly legible and written in ink.

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

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

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them

- allow time and provide a safe haven / quiet area for future support meetings
- At no time promise confidentiality to a child or adult.

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

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

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

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

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication of an illness is suspected
- Female Genital Mutilation (FGM) is suspected
- Forced marriage is suspected
- Extremism or radicalisation is 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 should share their concerns. In addition, the referral will not be delayed if it has not been possible to contact the parents/carers.

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

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

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

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

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

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

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

8. Safe Working Practices

Use of mobile phones, cameras and internet:

The School and staff take safeguarding seriously and understand this policy is over- arching. WPS has strict procedures regarding the use of mobile devices/digital media/social media, and staff are directed to the '*WPS Code of Conduct*' and '*Guidance for Safer Working Practice for those working with children and young people in Education Settings October 2015*' for specific guidance.

Personal mobiles and electronic devices:

Personal mobile phones and recording devices (tablets, cameras, laptops etc) are never used by staff whilst supervising children at the school/setting.

If staff have personal phones or devices, these are stored securely out of the reach of children and are only used in designated areas when staff are not responsible for the supervision of children.

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

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

School devices:

School devices remain the property of Wilmslow Preparatory School and in using them staff must follow the *WPS Acceptable Internet Use Policy*, *WPS Staff code of Conduct* and the *WPS Data Protection Policy*.

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

Cameras photography and images:

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

Staff will ensure the Wilmslow Preparatory School designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

Internet safety:

On school equipment and devices using School WIFI, we ensure that appropriate filters and appropriate monitoring systems are in place.

Working off school premises:

Where staff take school computer/digital equipment / or records in paper form, off school site, they do so in accordance with *WPS Acceptable Internet Use Policy*, *WPS Staff code of Conduct* and the *WPS Data Protection Policy*.

Staff are reminded that information, both in paper or electric form is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transport. (*WPS Data Protection Policy* refers).

9. Allegations against staff

At Wilmslow Preparatory School we recognise the possibility that adults working in a school may harm children and 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; or
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children

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.

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

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

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. (*WPS Whistleblowing Policy* refers)

10. Safer Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2018. 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 the *WPS Code of Conduct*.
- All staff are required 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).
- Maintaining an accurate, complete, up to date Single Central Record.

11. Staff training and updates:

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

All staff undertake LSCB 'endorsed' Basic Awareness in Safeguarding and child protection training, including Prevent and on-line safety. This training is refreshed every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively.

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

The Designated Lead and Deputy attend LSCB multi agency Safeguarding and child protection training on a 2 yearly basis.

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

12. Cared for children (Looked after children)

In Wilmslow Preparatory School we are aware that children often become looked after as a result of abuse and/or neglect. We have identified a designated teacher for our cared for children.

13. Children with special needs and disabilities

At WPS. We are aware of the additional barriers which can exist when recognising abuse and neglect, including peer on peer abuse, in children with special needs/disabilities.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

14.0 The use of 'reasonable force'

There are circumstances when it may be appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. (*WPS Staff Code of Conduct* refers)

15. Private Fostering

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

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

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

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

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

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

16. Children Missing out on Education and Missing from Education

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

At Wilmslow Preparatory School all staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school we ensure we carry out all necessary checks and refer them as CME using the appropriate form so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

17. Specific safeguarding issues

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

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

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

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

WPS recognises that abuse can take place wholly online or technology may be used to facilitate offline abuse.

17.1 Neglect

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

If we suspect neglect we will use the Cheshire East Neglect Screening Tool.

<http://www.cheshireeastlscb.org.uk/docs/neglect-screening-tool.doc>

17.2 Peer on peer abuse:

We know that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults/harassment
- sexting.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- initiating/hazing type violence and rituals

Peer on peer abuse of any kind is unacceptable and will be taken seriously.

With regards to peer on per abuse, staff should follow the same procedures for reporting and recording, as described in section 7 of this policy, and should not take it any less seriously than adult abuse; it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”; Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2018.

17.3 Child Sexual Exploitation (CSE):

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE involves exploitative situations, contexts and relationships where children receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the

seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess.

As staff we are aware that the indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity to ensure that the signs and symptoms are interpreted correctly and appropriate support is given.

All staff are alert to possible indicators and will raise concerns as appropriate.

17.4 Domestic abuse/violence:

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

17.5 Prevent, Radicalisation and Extremism:

Wilmslow Preparatory School adheres to the Prevent Duty Guidance, July 2015 and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism.

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.

Wilmslow Preparatory 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.

17.6 Honour Based Violence (HBV) including Forced Marriage (FM):

At WPS we are alert to possible indicators of Honour based violence and forced marriage. We are aware that forced marriage is an entirely separate issue from arranged marriage, that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence, and that HBV and FM can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected we would not speak to the parents before sharing our concerns with ChECS.

17.7 Female Genital Mutilation (FGM):

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

Further information about specific forms of abuse and symptoms of abuse is available in the WPS Safeguarding Handbook.

18. CAF, Child in Need and Child Protection

In our school, on behalf of our pupils, we follow local and national advice to ensure that we maintain a consistently good standard with regard to child protection.

19. Governor Responsibilities

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

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

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

20. The Management of Safeguarding

The role of the Designated Safeguarding Lead is to:

- Maintain an overview of safeguarding within the school
- Ensure all staff implement the safeguarding policy effectively
- Receive appropriate higher level training in line with LCSB procedures, including the LCSB Prevent Duty procedures
- Ensure all staff know who to contact if they cannot find the DSL quickly
- Ensure that, for any out of hours or school visits activities they have arranged adequate and appropriate cover
- Ensure school policies and protocols take account of those set up by the LCSB.
- Open channels and communicate effectively with local statutory agencies
- Communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures

- train a staff team in safeguarding procedures, including those relating to the Prevent Duty
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- Work with the safeguarding governor to undertake a full review of all aspects of safeguarding annually and assist in providing a comprehensive written report for the governor body
- The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or;
 - The local authority children’s social care unit
 - The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)
 - The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
 - Informing the safeguarding governor, consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.
 - The police (cases where a crime may have been committed).
 - Instances of suspicion of Female Genital Mutilation will be referred to the police and LA Prevent officer immediately
 - Instances of political indoctrination and suspected radicalisation will be reported to the LA Prevent officer, senior managers and the police.

The Designated Safeguarding lead will;

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with Deputy Designated Safeguarding Lead (DDSL) regarding;
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
 - referring of cases of suspected abuse regarding children in need to the local authority children’s social care unit
 - referring child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
 - referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
 - referring cases where a crime may have been committed to the police
- Inform the DDSL of contact with the LA Prevent officer and police re suspicion of female genital mutilation, political indoctrination or radicalisation.
- Liaise with parents, informing the DDSL (and if appropriate the LADO, children’s social care unit or police) of all meetings and discussions
- Ensure records of all meetings are clear, comprehensive and dated
- Act as a source of advice and expertise to staff on matters of safety and safeguarding
- When deciding whether to make a referral always liaise with relevant agencies for advice
- Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.

- Ensure all school records re safeguarding are comprehensive, updated and accessible
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors safeguarding representative
- Act as a support to pupils and staff, follow up and document progress re all concerns regularly.
- Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'
- Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
- Maintain a continuous overview of safeguarding within the school, recording findings clearly
- Ensure safeguarding maintains a high profile at staff meetings
- Organise regular meetings of all involved in safeguarding within the School, including the Early Years
- Ensure School policies such as the SMSC and Computing policies incorporate the requirements of the Prevent Duty, enabling pupils to understand that terrorism is unacceptable and preventing any form of radicalisation in school.
- Ensure staff know how to identify changes in behaviour or other aspects of pupils' demeanours that may indicate radicalisation
- Ensure staff know how to report any suspicion of radicalisation
- Ensure staff receive regular training on how to identify radicalisation amongst pupils.
- The work of the designated safeguarding lead will be reviewed annually by the safeguarding governor.

The role of the Deputy Designated Safeguarding lead (DDSL);

- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Lead (DSL), including all matters appertaining to the Early Years
- The DDSL will be available to support the DSL in whatever capacity is required
- The DSSL will have the knowledge and skill to perform the duties of the DSL when requested
- The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises
- The DDSL will attend training in line with local authority requirements at least every two years, at the same level as the DSL.
- The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- The DSSL will assist the DSL in producing reports for senior managers and governors

- The DSSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- The DDSL will support the DSL in attending child protection and case conferences
- In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately
- The DDSL will share information on all matters brought to his/her notice with the Headteacher (DSL) or Assistant Headteacher (in the absence of the Headteacher) and, should matters involve child protection, with the Local Authority Designated Officer (LADO) immediately, for advice.
- If relevant, the DDSL will share any concerns that are reported and involve the head teacher with the Chair of Governors as well as the LADO.
- The DDSL will support staff at all levels in their implementation of the school's child protection procedures.
- The DDSL should be observant and a good communicator.

The role and responsibilities of the LAC (looked after children) designated teacher;

- The designated teacher should have responsibility for helping school staff understand what affects how 'looked after children' learn and achieve.
- The designated teacher should promote a culture of high expectations and aspirations for how 'looked after children' learn
- The designated teacher should make sure the young person has a voice in setting learning targets
- The designated teacher should ensure that, where appropriate, 'looked after children' are prioritised in one-to-one tuition arrangements
- The designated teacher should ensure that carers understand the importance of supporting learning at home
- The designated teacher should have lead responsibility for the development and implementation of the 'looked after' child's individual or personal education plan (IEP)(PEP) within the school.

The role and responsibilities of the safeguarding governor;

Whilst the governors delegate a member of the governing body to be the designated safeguarding governor it must be remembered that safeguarding duties remain the responsibility of the governing body as a whole.

- Be familiar with Local authority and policy relating to Safeguarding and Child Protection and associated issues.
- Attend training for nominated Safeguarding and Child Protection governors.
- Attend training for general safeguarding issues that are in line with local authority requirements at least annually.
- Ensure a correct record of all safeguarding training, including that of governors' training is maintained by the DSL.
- Be familiar with the most recent ISI regulations regarding safeguarding, including safe recruitment of staff and the requirements re the central register of staff.

- Be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- Be aware of occasions when a referral to the National College for Teaching and Leadership (NCTL) is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.
- Know that where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral
- Be aware of the requirements of the Prevent Duty guidance and ensure it is implemented effectively throughout the school.

When ensuring school provision meets requirements the safeguarding governor will;

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- Ensure the school meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding
- Regularly check the school’s arrangements for handling allegations of abuse against members of staff, volunteers and the head.
- Direct staff on what to do if they have a concern about a child or where one child is abusing another child
- Ensure the school has up-to-date information on how to recognise abuse
- Monitor the school’s staff code of conduct/behaviour policy and recruitment procedures
- Review the management of safeguarding including the appointment of the designated lead and the job description of the designated personnel.
- Monitor the training of the designated lead, staff, volunteers and the head.
- Make arrangements for reviewing the school’s child protection policies and procedures annually.
- Check the school’s arrangements to fulfil other safeguarding and welfare responsibilities.
- Ensure the Designated Safeguarding Lead who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.
- Ensure there is at least one Deputy Designated Lead who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitable qualified and trained.
- Where appropriate, ensure there is at least one Designated or Deputy Designated Lead to be responsible for the Early Years.
- Ensure that the Designated Safeguarding Lead supervises and supports the work, development and training of the Deputy Designated Safeguarding Lead
- Ensure that there are clear lines of accountability regarding safeguarding procedures.
- Ensure all staff know;
 - who are the Designated Safeguarding personnel
 - what the Child Protection policy contains
 - how to identify a child protection concern

- what they do if they have any child protection concern
- Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
- Liaise with the DSL about general child protection and broader safeguarding issues within the school.
- Meet regularly with the DSL in order to monitor the effectiveness of the implementation of the governing body's Safeguarding and Child Protection policy. It is recommended that this is at least a termly meeting.
- Provide reports to the governing body in respect of issues within the school to enable adequate oversight, understanding and development of solutions.
- Ensure that the training of all staff is up to date.
- Recommend governors attend appropriate safeguarding training either arranged by the school or externally to include, for relevant governors, training in respect of allegations against staff.
- Recommend at least one governor, who may be called to sit on the recruitment and selection panel for staff, has successfully completed accredited Safer Recruitment training or any future training that replaces this.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record, inspect it regularly and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the school ethos
- Ensure the school maintains regular communication and good relationships with external agencies available to support children and families
- Monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit
- Ensure the school implements its procedures to prevent radicalisation effectively

Following a full annual audit of provision, the safeguarding governor should ensure that the governing body receives a report on the implementation of the school's safeguarding and child protection policy and procedures including:

- i. The date, time and manner in which the annual audit was completed
- ii. The arrangements that are in place for ensuring that the school's safeguarding and child protection policy is communicated to, understood and implemented by, all staff and how effective they are in practice.
- iii. Judgement upon the time and resources allocated by the school to the designated member of staff with lead responsibility for Child Protection
- iv. Information on the training attended by the designated person and deputy designated person over the year.
- v. Information on the training in safeguarding undertaken by all staff, including lunch time staff, administrative staff, catering, maintenance, and medical staff over the year.
- vi. Information on the effectiveness of the child protection procedures in the induction programme for all new people and volunteers in the school.
- vii. The effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- viii. The number of pupils currently on the Child Protection register

- ix. How effectively any issues linked to Safeguarding and Child Protection have been dealt with.
- x. Information on how well child protection issues are addressed through the curriculum.
- xi. The accuracy of the central register with regard to the most recent regulations

21. Summary

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

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

22. Monitoring and Review

The Governing Body and the Headteacher will undertake a review of this policy at least annually, including an update and review of procedures and their implementation.

Reviewed: September 2013, February 2014, September 2014, September 2015, December 2015, May 2016, August 2016, October 2016, October 2017, October 2018 & January 2019

Next review: October 2019

Staying Safe



Designated Safeguarding Lead	Mrs H Rigby
Deputy Safeguarding Lead	Mrs L Pierce (EYFS) Miss A Shaw
Chair of Governors	Mr N Rudgard
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>	0161 234 5001 <i>Manchester Contact Centre</i> <small>(open 24 hours a day, seven days a week)</small> 0161 912 5125 <i>Trafford (MARAT)</i> 0161 912 2020 <i>Trafford Emergency out of hours Duty Team</i>
Allegations against an adult working with children	01270 685904/ 01606 288931 <i>Local Authority Designated Officer (LADO)</i>
Prevent referrals	Tel: 01606 362147
Police (Emergency)	999
Police (Non-Emergency)	101



Cheshire East Safeguarding Children Continuum of Need

**Universal**

Children whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)

- **Response:** - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.

Targeted

Children who would benefit from additional help with moderate difficulties in order to make the best of their life chances.

- **Response:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.

Complex

Children who have a range of additional needs affecting different areas of their life.

- **Response:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.
- Identify a lead practitioner to co-ordinate support and be primary link with the family.
- Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress.

Specialist

Children who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.

- Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.
- Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

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

Tel: 0300 123 5012

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



Wilmslow Preparatory School

RECORD OF CONCERN (to be typed or completed in black ink)

Name of child:	Date of birth of child:
Nature of concern: (e.g. identified concern/disclosure/radicalisation)	Location of incident/disclosure:
	Time of incident/disclosure:
Detail of concerns: <i>What you saw, what you heard, in the child's words. Include brief, accurate details and who else was present. Was it 1st or 2nd hand information? Distinguish between fact and opinion.</i>	
Continued Over Leaf:	
<i>Concern shared with:</i>	Signature of referrer:
	Date of record: Time of record:

For Completion by Designated Lead:

Agreed actions with basis for decision	By whom	By when
Parent/Carer Informed <input type="checkbox"/> Date:		
If not the reason for not doing so:		
Entry on Chronology <input type="checkbox"/> By:		
Signature of Designated Lead:	Date of when actions are to be reviewed	

