



Cinnamon Brow C of E Primary School

Safeguarding and Child Protection Policy

(Whole school including volunteers)

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(to be used by visitors, volunteers, supply staff, MDAs, kitchen staff & governors)	



***‘For I know the plans I
have for you...plans
to give you hope
& a future’
Jeremiah 29:11***

Through the prophet, Jeremiah, God spoke to the Israelites when they were in a time of desperation as captives. This was not a promise of immediate rescue from their plight but God's hope of a future to see them through. The Israelites were encouraged to settle in the city that they now found themselves in. This verse is not an assurance to immediately rescue us from hardship or suffering, but rather a promise that God has a plan for our lives and regardless of our current situation, He can work through it to prosper us and give us a hope and a future.

God gave the Israelites a hope that their future would be bright. This is our aim for our school community: children, parents, governors, staff and local community. By providing an excellent well-rounded education, we will give our pupils and their families hope for their future, by enabling them to flourish.

1. **STATEMENT OF INTENT**

Cinnamon Brow CE Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. The school recognises its obligation under Section 175 of the Education Act 2002 and subsequent amendments /additional legislation to promote and safeguard the welfare of all pupils.

We implement a whole school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. This Safeguarding and Child Protection Policy is a significant means of fulfilling this obligation.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

2. **DEFINITION**

2.1 **What is safeguarding?**

Safeguarding children is the action we take to promote the welfare of children and protect them from harm, and it is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

As per the document 'Working Together to Safeguard Children' 2023, safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether inside or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

2.2 **Key principles**

All children have the right to protection from significant harm.

The welfare of the child is paramount in all actions both to be taken and considered.

Effective child protection is based on strong inter-agency co-operation. The school works in partnership with other agencies, particularly Warrington Children's Social Care, to ensure the welfare of all children who may be at risk.

3 **LEGAL FRAMEWORK**

This policy is written in line with DFE guidance document [Keeping Children Safe in Education 2025](#) and is compliant with statutory guidance '[Working Together to Safeguard Children](#) – 2023. Our safeguarding policy also reflects the policies of [Warrington Safeguarding Partnership](#) (WSP). All links and documents are available on our school via the [safeguarding page](#).

The school recognises its legal duty and obligation under Section 157 and 175 of the Education Act (2002) to promote and safeguard the welfare of all pupils and is aware of responsibilities within the statutory framework for the early years' foundation stage. This policy sets out the framework for all adults who work with children at Cinnamon Brow Primary and provides information about what to do if they are worried about a child.

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

3.1 Legislation

- [Children Act 1989](#)
- [Children Act 2004](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) (as amended)
- [Sexual Offences Act 2003](#)
- [Female Genital Mutilation Act 2003](#) (as inserted by the Serious Crime Act 2015)
- [Apprenticeships \(Children and Learning Act 2009\)](#)
- [Equality Act 2010](#)
- [Counter-Terrorism Act 2015](#)
- [The UK General Data Protection Regulation](#) (UK GDPR)
- [Data Protection Act 2018](#)
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) 2018](#)
- [Voyeurism \(Offences\) Act 2019](#)
- [Domestic Abuse Act 2021](#)
- [Meeting digital and technology standards in schools and colleges 2024](#)

Statutory guidance

- DfE (2023) '[The Prevent duty](#)'
- DfE (2023) '[Working Together to Safeguard Children](#)'
- DfE (2018) '[Disqualification under the Childcare Act 2006](#)'
- HM Government (2020) '[Multi-agency statutory guidance on female genital mutilation](#)'
- **DfE (2025)** [Keeping Children Safe in Education](#)
- HM Government (2023) '[Channel Duty Guidance. Protecting people vulnerable to being drawn into terrorism](#)'
- Home Office and Foreign, Commonwealth and Development Office 2023 '[Multi-agency statutory guidance for dealing with force marriage and Multi-agency practice guidelines: Handling cases of forced marriage](#)'

Non-statutory guidance

- DfE (2015) '[What to do if you're worried a child is being abused](#)'
- DfE (2017) '[Child sexual exploitation](#)'
- DfE (2024) '[Information sharing](#)'
- DfE (2024) '[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)'
- DfE (2021) [Teachers Standards](#)
- DfE (2024) [Recruit teachers from overseas](#)
- Department for Health & Social Care (2022) [Virginity testing and hymenoplasty: multi-agency guidance](#)

3.2 Relevant school policies

This policy is related to the following policies:

- [Safe Recruitment & Vetting Policy](#) 2022
- [Anti-Bullying Policy](#) 2020
- [Behaviour & Exclusions Policy](#) 2025
- [Data Protection Policy](#) 2022
- [Relationships & Sex Education Policy](#) 2023
- [Attendance Policy](#) 2023
- [Whistleblowing Policy](#) 2018
- [Low-level concerns Policy](#) 2025
- [Positive handling Policy](#) 2023
- [Online Safety Policy](#) 2023
- [Staff Code of Conduct](#) 2025
- [Mental Health & Wellbeing Policy](#) 2023
- Records Management ([CPOMS](#)) [Policy](#) 2025

4 SAFEGUARDING & VULNERABLE CHILDREN'S TEAM

The school operates a safeguarding (welfare) team (see below) that meet fortnightly.

SAFEGUARDING TEAM	(CORRECT AS AT 01/09/2024)
Designated Senior Lead	Mrs A Brereton –Welfare Manager
Deputy Designated Senior Lead	Mrs R Pimblett - Headteacher Mrs B Prescott – Deputy Headteacher
Designated Governor	Mrs J Hawley
Welfare Team	Mrs R Pimblett (DSL team) Mrs A Brereton (DSL team) Mrs B Prescott (DSL team) Mrs L Locke (SENDCo/LKS2) Mrs M Johnson (LKS2) Mrs S Tilley (SENDCo) Miss J Wareing (UKS2) Mrs E Gregory (UKS2) Mrs S Hughes (LKS2 & Early Help) Mr A Lamb (Computing Lead) Mrs B Rowlands (KS1) Mrs J Cain (KS1) Mrs J Parr (EYFS) Mrs N Quinn (EYFS) Mrs J Stubbs (EYFS) Mrs A Batley (EYFS) Mrs J Rossi (Pastoral TA)

WHO/WHAT WAS CONSULTED?

- The school staff
- Governors
- DfE guidance
- Safer Recruitment Consortium guidance
- Local Authority guidance
- School Bus Website

5. **ROLES AND RESPONSIBILITIES**

5.1 **The role of the governing board**

The Safeguarding and Child Protection Governor is Jessica Hawley

- Governors must ensure that they comply with their duties under legislation.
- Be aware of their obligations under the human rights act 1998, the equality act 2010 (including the public sector equality duty), data protection act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.
- Strategic leadership responsibility for the school's safeguarding arrangements.
- Create a culture where staff are confident to challenge SLT over any safeguarding concerns.
- Ensure that there is a member of the governing board who takes leadership responsibility for the school's safeguarding arrangements.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements consider the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Governors must have regard to KSCIE guidance, ensuring all policies, procedures and training in the school is effective and comply with the law and with the KSCIE guidance at all times.
- This includes:
- An effective and annually updated safeguarding and child protection policy is in place and on the website that describes the procedures which are in accordance with the government guidance and refer to locally agreed multi-agency safeguarding arrangements.
- A staff behaviour policy (code of conduct) is in place which should include amongst other things the acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Ensure that all new members of staff (and governors) have safeguarding and child protection training on induction and that this is regularly updated at least annually.
- Ensure that staff are appropriately trained to support pupils to be themselves at school e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Reviewing the standards of filtering and monitoring and have discussions with staff and IT staff and service providers to ensure that the school meets the standards.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training and that these processes are adhered to within school.
- Certify that there are procedures in place to handle allegations against members of staff, supply staff, volunteers, visitors or contractors.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Ensure that the headteacher has appointed a designated teacher to promote the educational achievement of Looked after child (LAC), and that this person has undergone appropriate training.
- Ensure that appropriate safeguarding responses are carried out for children who go missing from education.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Where governing bodies hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

5.2 The role of the DSL & Team

The role of the Designated Safeguarding Lead (DSL) was specified in the Children Act (2004) which stated every organisation must have a “named person” for safeguarding children and young people. The DSL therefore must be a member of the Senior Leadership Team within School.

- The Welfare Manager (Angela Brereton) is the DSL.
- The headteacher (Rachel Pimblett) is the Deputy Designated Senior Lead (DDSL).
- The Deputy Headteacher (Bianca Prescott) is the DDSL.

The designated lead is the lead for, and the contact for all staff, both teaching and non-teaching on all child protection issues. The DDSLs will deputise during any periods of absence. The definition of ‘available’ can be via phone or skype or other such media in exceptional circumstances. Where possible, DSL/DDSL will make themselves available for out of hours/out of term activities. (some of the below responsibilities are delegated to members of the DSL team).

- Understand and keep up to date with local safeguarding arrangements
- Proactively implement and promote a safeguarding culture within the school
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school’s safeguarding and child protection policy is reviewed annually and the procedures are updated regularly.
- Ensure the school’s safeguarding and child protection policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Undertake DSL Safeguarding Lead (Level 3) training bi-annually.
- Keep detailed, accurate and secure records of concerns and referrals and ensure that these CPOMS records are kept up to date and access rights are appropriate.
- Provide staff, upon induction, with the safeguarding and child protection policy and all other related safeguarding policies including the staff code of conduct, part one of keeping children safe in education (KCSIE), online safety training and the structure of the safeguarding team including identify of DSL and DDSL.
- Ensure all members of staff continue to receive up to date safeguarding training at least annually including in online safety.
- Ensure that all staff members follow the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse, neglect or exploitation.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies and contribute to the assessment of children and or support other staff who do so.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children including where families may be facing challenging circumstances.
- The DSL will work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Regularly reviewing the school’s vulnerable register.
 - Maintaining a culture of high aspirations for these pupils and knowing their current achievement.
 - Understand the assessment process for providing early help and intervention.
 - Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
 - Make the necessary child protection referrals to appropriate agencies.
 - Have a working knowledge of how LAs conduct a child protection case conference and review conference and be able to attend and contribute to these effectively when required to do so.

- Liaise with other agencies that support the pupil such as social services, child and adult mental health service and education welfare service including taking part in discussions and meetings.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Online safety responsibilities – having an understanding of the monitoring and filtering systems in place within school (responsibility of the headteacher).
- Ensure that all a pupil's safeguarding file is transferred as soon as possible and within 5 working days when transferring to a new school and consider any additional information that needs to be shared. Where there is a social worker working with a family, they are informed immediately.
- Follow Local Authority procedures where an allegation is made against a member of staff or volunteer and in child protection concerns in cases concerning staff.
- Monitor any instances of extremism.
- Be aware of the impact of Female Genital Mutilation and look for signs that this may occur.
- Maintain vigilance of child sexual exploitation and pass on any concerns to the CSE team.
- Report to the LA any reported or suspected incidents of Domestic Violence.
- Refer to the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.

5.3 **The role of the DSL and Welfare Team**

The DSL team meet fortnightly to discuss all the children with agency involvement.

The Welfare Team consists of three DSL trained members of staff and members of staff who work with children and their families on a day-to-day basis.

The welfare team meets in key stages. They meet once per half term for each key stage. The team will look to put in early intervention support for children where attendance, welfare concerns, behaviour, wellbeing or SEND are of concern. Such meetings consider what may be called 'soft' information as well as concerns that need to go to outside support agencies and are minuted and actioned.

The welfare team representatives will:

- Be aware of safeguarding concerns within their area of work within the school and bring concerns to the meeting
- Speak within key stage meetings to ensure that any issues are known and can be brought to the welfare meeting
- Ensure that across school, all staff are promoting the 'Meet the Welfare Team' poster to enable all children, staff and visitors to know who to report concerns to.

5.4 **The role of school staff**

- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- It is also important that staff are aware that children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and / or may not recognise their experiences as harmful.
- Be aware that behaviours demonstrated by children may be a sign that a child may be at risk of harm.
- Safeguard pupils' wellbeing and always consider what is in the best interests of the pupil
- Establish and maintaining an environment which is safe and where children feel secure, are encouraged to talk, and are listened to.
- Be aware of the roles and identity of DSL and DDSL.
- Undertake safeguarding training initially as part of their induction and thereafter attend annual updates, read and agree to the staff code of conduct and read safeguarding information provided regularly throughout the year.
- Read KCSIE part 1 each September.
- Following safeguarding training (online training) be aware of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.
- Be aware of the early help process and understand their role in it.

- Be aware of, and understand, the process for making referrals to Children's social care services (CSCS), as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of the school procedures which support safeguarding including any policies, procedures, information and training provided upon induction.
- Keep electronic records of concerns about children (CPOMS), even where there is no need to refer the matter immediately and be prepared to identify children who may benefit from Early Help.
- Speak to the DSL/DDSL if unsure around anything to do with safeguarding.
- Follow the whistleblowing policy over any safeguarding concerns where necessary.
- Teachers (including Headteacher) have the responsibility under the 'Teachers Standards' to safeguarding pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

6. **TRAINING**

All staff will receive training on induction and refresher training every September. In addition to this, regular updates will be shared via the staff briefing and in staff meetings. At the end of September training, all staff will complete a self-audit to support the DSL team in identifying further training needs. DSLs will complete DSL level 3 training every two years.

All staff will complete online safety training and cyber security training and prevent training every two years.

7. **CAPTURING THE CHILD'S VOICE**

Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them or placing interest of adults (potentially the child's parents) ahead of the needs against children.

Children want to be respected, their views heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.

Each week, every child is asked to complete a wellbeing 'check-in' questionnaire which are reviewed by the teaching team and any concerns shared with the DSL (welfare manager). This is a highly effective way of the school ensuring that every child is heard.

Where the school has concerns, a child may be asked to complete wishes and feelings work with a familiar adult.

Additionally, the school has many pupil voice opportunities throughout the year where every child can share their views.

8. **SAFEGUARDING CONSIDERATIONS**

8.1 **Children with special educational needs / disabilities**

We recognise that statistically children with special needs, behavioural difficulties and / or disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online or offline.

Additional barriers can exist when recognising abuse, neglect and exploitation in the group of children. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - communication barriers and difficulties in managing or reporting these challenges
 - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so
- Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special education needs coordinator (SENCO).

We offer extra pastoral support and attention for these children along with ensuring any appropriate support for communication is in place.

For further guidance please see: [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)

8.2 **Mental Health**

All staff know that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

In all cases of mental health difficulties, the school's [Mental Health and Wellbeing Policy](#) will be adhered to.

8.3 **Children who are lesbian, gay, bisexual, or gender questioning**

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, as a school we should take a cautious approach and consider the broad range of their individual needs. This should be in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child). Additionally, the school should consider any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. As a school, we should refer to the Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff

9. **PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- c) whole school system (Y1-Y6) weekly pupil wellbeing questionnaire which is overseen.
- d) include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse. This is a bespoke curriculum including the PSHE Association recommended resources, elements taken from the Goodness & Mercy scheme (Diocesan recommended) and Heartsmart).
- e) include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly regarding childcare and parenting skills and to know who to turn to for help and support.

10. **EARLY HELP**

As a school we may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. More information can be seen in Working Together to Safeguard Children 2023.

We have a dedicated Welfare Manager and Early Help Lead who work with our families, and our aim is to support children and families as soon as problems begin to prevent escalation.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from care or from home.
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody, or is affected by parental offending
- 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.
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the school day.

Continuum of Need Model

Spectrum of need

The Continuum Tool identifies four areas of vulnerability, risk and need to assist practitioners to identify the most appropriate service response for children, young people and their families. These are:

Universal

No emerging concerns. Services are available to everybody and can be accessed by anyone without additional support. Universal provision is fluid throughout all the levels.

Universal Plus

Providing support as soon as a problem emerges. **Usually a single agency response** and coordination is usually by the service/ agency who knows the family well. An Early Help Assessment is the recommended tool to identify needs.

Partnership Plus

Multiple and complex concerns apparent which require a **multi-agency and targeted approach**. **Early Help assessment is essential** and lead professional identified to support.

Statutory / Specialist

Complex and acute needs likely to require **statutory or specialist intervention** under the Children's Act 1989 and where a Children's Social Care assessment is required. This includes children with complex health needs and disabilities.

Intervention is most likely to be successful if:

- it is child centred and non-stigmatising
- it involves and empowers the family
- it is provided within the community, with a good understanding of what support and facilities are available
- it can be provided straight away and not after a long wait or an appointment

Diagram of Continuum of need



11. SCHOOL PROCEDURES

11.1 LOW LEVEL CONCERNS

All concerns are recorded on CPOMS. Staff are trained as part of induction and September safeguarding inset training about the types of concerns that need to be recorded. As a rule, if someone is thinking whether something should go on CPOMS, we say, record it. All CPOMS incidents are shared with the DSL. Additionally, if the information is regarding behaviour or SEND the relevant members of staff are alerted.

Staff are encouraged to share any low-level concerns regarding staff including those that concern themselves with the DSL.

The school has a low level concerns policy to support and guide staff further.

11.2 REFERRALS TO THE DESIGNATED SAFEGUARDING LEAD (DSL)

As detailed above, all concerns are shared with the DSL via an alert on CPOMS.

Where there is a disclosure or a child is in immediate danger, the concern is passed immediately, in person, to the DSL (or other member of the DSL/safeguarding team in their absence). Midday assistants, kitchen staff, visitors, professionals or volunteers will complete a yellow incident form and pass this directly to the DSL.

The DSL then decides the course of action to be taken based on the evidence presented and indicates this as an action. Please see the flow chart at the end of the possible for information.

11.3 RECORD KEEPING

A register is kept of all vulnerable children. This includes all children who have agency involvement plus children who are discussed at the welfare meeting and agreement is made that they are added. This includes children where there are low level concerns related to early help, safeguarding, behaviour or attendance for example.

A record is kept of all concerns that are raised. The information is discussed and decisions made as to next steps including the rationale for these decisions.

All records are kept electronically within CPOMS. CPOMS is a child protection online management system which the school uses to keep a record of key information and any concerns / incidents. Records include all concerns raised and actions taken about children who have not eventually been subject to formal referral procedures. Even if the initial concerns did not lead to further action, records are still kept on CPOMS. All information is securely stored and confidential. See [CPOMS policy](#) for further information.

Only the DSL safeguarding team: Headteacher (DSL), DDSLs, and SENDCO have secure access to this information through CPOMS.

The DSL safeguarding team has responsibility for communicating child protection information on a need to know basis.

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

11.4 REFERRALS TO OUTSIDE AGENCIES

It is the DSL's responsibility to judge if an internal referral or concern should be passed on/communicated to the LA's Children's Services for subsequent action or, if not to seek further advice. Judgements are always made in compliance with [Warrington Safeguarding Partnership's Manual of Procedures](#) as is the method of referral to the Social Care team.

Detailed, dated electronic records are kept of all contact with Social Care or any other relevant safeguarding agency and the school takes a pro-active role in monitoring the progress of individual cases once Social Care have been informed to ensure effective inter-agency working which in the best interests of the child.

Core group meetings for children subject to Child protection or Child in Need procedures are routinely held in school, unless a parent wishes otherwise. The school actively offers itself as a venue for both informal and informal meetings.

The DSL notifies the local LA Social Care team if the school has cause to exclude a pupil on the child protection register or who is a Child in Care of the LA, either permanently or for a fixed term suspension or if there is an unexplained absence on the child protection register. They will also be informed when such children are absent daily.

The school is proactive and supportive in all dealings with the Local Authority's social care team.

11.5 INTERNAL COMMUNICATION

The DSL and/or the Deputy DSL attends all Child Protection and Child in Need core group and review meetings. A summary of need-to-know information is passed on to all relevant members of staff by the DSL after the meeting. This applies to all meetings, even if there is no relevant information to be passed; a simple indication that the meeting was held and that existing circumstances are unchanged is noted.

11.6 CONCERNS ABOUT SCHOOL SAFEGUARDING PRACTICES

Any concerns regarding the safeguarding practices at the school will be raised with the SLT and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285). This is a key area of safeguarding training.

12. LOOKED AFTER CHILDREN IN THE CARE OF THE LOCAL AUTHORITY (LAC)

We recognise that many LAC children have been subject to child protection procedures prior to acquiring LAC status. We work and liaise closely with the relevant agencies of the local authority to ensure that these children make good progress and develop well both emotionally and socially in school. The DSL and designated teacher (Bianca Prescott) are responsible for the overview of and provision for such children and ensures that each child has an appropriate Personal Education Plan (PEP) in place. Such plans are required by the local authority. We liaise closely with those adults who care for these children and aim to host all necessary meetings in school.

13. INFORMATION SHARING

13.1 Confidentiality

We recognise that all matters relating to child protection is confidential and the Head teacher or DSLs will disclose information about a child to other staff members on a need-to-know basis only.

All staff are aware that they have a professional responsibility to share information in consultation with the DSL. The DSL/ DDSL understand the importance of information sharing both within school, with other schools on transfer including in-year and between primary and secondary education and with the safeguarding partners, other agencies, organisations and practitioners. All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. School will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, school will consult with Warrington Safeguarding team.

13.2 Transfer of Information

When a pupil on the child protection register or who is a looked after child transfers to another school, their child protection records will be transferred to their new school immediately and Children's Services informed. Where any child has safeguarding information held at school, this information is transferred to the new school. Cinnamon Brow CE Primary School does not retain any information about pupils who are no longer at the school. Safeguarding information is transferred separately from the pupil's main file and is done in person by the DSL and by CPOMS transfer wherever possible. This is in line with relevant data protection legislation and regulations.

13.3 Other Agencies

It is important that governing bodies are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The school recognises the importance of proactive information sharing between professional and local agencies in order to effectively meet pupils' needs and identify any need for early help. Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes - data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being put at risk of harm. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt of sharing information they will speak to the DSL or DDSL.

14. ALLEGATIONS AGAINST STAFF

HM Government guidance (Working Together to Safeguarding Children 2023) requires organisations and agencies working together with children and families to have clear policies for dealing with allegations against people who work with children, defined in Working Together 2023 as 'People in Positions of Trust'.

All references within this policy to people who work with children, employment, relevant person and / or member of staff should be interpreted as meaning all paid or unpaid staff, supply staff and volunteers. This could also include staff and / or volunteers who are under 18 years of age.

Allegations should be made concerning the below:

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

An allegation can relate to behaviour outside work, and / or relationships with others, and will consider if the person who works with children has behaved or may have **behaved in a way that indicates they may not be suitable to work with children**, the following are examples of safeguarding concerns that could be considered:

- when, as a parent or carer, children have become subject to Child Protection Procedures;
- possession of a weapon, serious drug offences, extremist behaviour / publicly expressing extremist views, domestic abuse and/or sexual or physical assaults of an adult;
- where they are closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to a child for whom the adult is responsible for in their work / volunteering.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement. The school will comply with local safeguarding children's board procedures in respect of managing all allegations against members of staff who work with children.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

14.1 Procedure for dealing with allegations

- The headteacher on all such occasions will discuss the content of the allegations with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the designated officer(s) to consider the nature, content and context of the allegation and agree a course of action. In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO will discuss with the headteacher how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's staff.

LADO: 01925 442079 / LADO@warrington.gov.uk

If the allegation is deemed to be so serious that it requires immediate intervention by children's social care services and/or police, the LADO would consult police and children's social care services as appropriate. If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without notifying the headteacher first.

The headteacher/ chair of governors (if the allegation is against the headteacher) should inform the accused person about the allegation as soon as possible after consulting the LADO. They will take advice from the LADO as to the information that is to be shared. The headteacher must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step. The advice from the LADO will be taken into account.

- **If immediate suspension is considered necessary**, this will be agreed and the rationale written with the LADO. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken**, the decision and justification should be recorded by both the headteacher and LADO and agreement reached on what information should be put in writing to the individual concerned and by whom. Additionally, together an agreement will be made of any action that should be followed both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

The school will ensure that effective support is in place for the individual facing the allegation or concern including providing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The school safeguarding & welfare officer and wellbeing lead will offer support. Details of the trade union representatives within the school will be given as well. Information regarding welfare counselling and / or medical advice will also be given.

The parents or carers of the child/ren involved will be informed as soon as possible if they do not already know. This will be in line with advice provided by the LADO. However, where a strategy discussion is required, or police or children's social care services need to be involved, the headteacher should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. The headteacher will also inform the parents or carers of the requirement to maintain confidentiality about the allegations whilst investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed will be advised to seek legal advice.

The headteacher will keep the parents or carers of the child/ren informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).

The headteacher will make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

If a school receives an allegation regarding an organisation or individual that has hired the school premises, the school should follow their usual safeguarding procedures and process for managing allegations, including informing the LADO.

14.2 Timescales

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week.

Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the headteacher to deal with it, although if there are concerns about child protection, this should be discussed with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the headteacher should instigate appropriate action within 3 working days.

If a disciplinary hearing is required and can be held without further investigations, the hearing should be held within 15 working days.

It is expected that all investigated cases should be resolved as quickly as possible. 80% should be resolved within 1 month, 90% within 3 months and all but the most exceptional cases should be resolved within 12 months.

14.3 Specific Actions

Action following a criminal investigation or prosecution

The headteacher will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated (and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services) the headteacher and the LA Human Resources Manager will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the headteacher will consider how best to facilitate this. The headteacher will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate or whether the police should be asked to consider if action might be appropriate against the person responsible.

14.4 Record keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, a copy provided to the person concerned.

14.5 Learning lessons

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the headteacher to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

15 ONLINE SAFETY AND ELECTRONIC DEVICES

The school has an online safety policy and all staff will adhere to the policy at all times. Please see for information and guidance. See [updated government guidance](#).

As part of the school's broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

The school works closely with Warrington Borough Council IT Team and EDAC (IT consultant) to ensure that suitable filtering systems are in place on all ICT equipment to prevent children accessing inappropriate material.

Any concerns regarding a pupil's online activity will be raised either immediately with DSL or reported on CPOMS depending on the severity of the incident.

Any concerns regarding an adult's online activity within school (including staff, supply staff, volunteers, governors, visitors and contractors) should immediately raise the concern with the DSL and follow the whistleblowing policy.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

16 SIGNS of ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse, exploit or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others. This can be particularly relevant for example in relation to the impact of children of all forms of domestic abuse including where they see, hear or experience its effects. 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. Children may be abused by an adult or adults or by another child or children. All staff should be aware of indicators of abuse and neglect.

Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.

16.1 Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

16.2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the children the opportunities to express their views, deliberately silencing them or making of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning or preventing the child from participating in normal social interactions. It may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

16.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence whether or not the child is aware of what is happening. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts

- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

16.4 Neglect

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

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated, or violent
- Child abandoned or left alone for excessive periods

17 CHILD ON CHILD ABUSE

17.1 Guiding principles:

- Child on child abuse is defined as abuse between children
- All staff should be aware that children can abuse other children at any age and gender
- It can happen inside and outside of school and online
- All staff should be aware of the indicators of child-on-child abuse, how to identify it and how to respond to reports
- All staff should understand that even if there are no reports in school, it does not mean it is not happening. It may be the case that it is not being reported
- Children (anyone under the age of 18) can commit acts of sexual violence or harassment against another child. This is known as 'child-on-child sexual abuse'
- Schools have a responsibility to safeguard children, to protect their human rights and to comply with the Equality Duty. These responsibilities apply regardless of whether incidents take place in school or off-site

17.2 Procedure for reporting child on child abuse

All staff must model appropriate relationships, teach about relationships following the RSE policy and challenge inappropriate behaviours between children. Downplaying certain behaviours (for example dismissing sexual harassment as just 'banter' or part of growing or 'boys will be boys' can lead to a culture of unacceptable behaviours – this is not to occur within school

- Any concerns that child on child abuse is occurring must be brought immediately to the attention of the DSL/DDSL and recorded on CPOMS
- Child on child abuse is most likely to include (but may not be limited to)
 - Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
 - Abuse in intimate personal relationships between peers

- Physical abused (i.e. hitting, kicking, shaking, biting, hair pulling) - this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates threatens and/or encourages sexual violence
- Sexual harassment – including online sexual harassment which may be stand alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi-nudes images and / or videos
- Upskirting
- Initiation / hazing type violence and rituals which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and also involve an online element

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, supported, and kept safe.

17.3 What is sexual violence / sexual harassment?

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Schools should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, likely, adversely affect their educational attainment.

17.4 Upskirting

Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

18 CRIMINAL EXPLOITATION OF CHILDREN

This is a form of abuse that occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child to take part in criminal activity in exchange for something the victim needs or wants and or for the financial advantage or increased status of the perpetrator or facilitator and or through violence or the threat of violence. It can affect children both male and female and can include children who have been moved for the purpose of exploitation.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in KCSIE Annex B.

18.1 SERIOUS VIOLENCE

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male
- Having been frequently absent from school
- Having been permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime or at risk of criminal exploitation will immediately report their concerns to the DSL.

19. CHILD SEXUAL EXPLOITATION

This is a form of abuse that occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child to take part in sexual activity in exchange for something the victim needs or wants and or for the financial advantage or increased status of the perpetrator or facilitator and or through violence or the threat of violence. It can affect children both male and female and can include children who have been moved for the purpose of exploitation.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Pupils who require mental health support
- Pupils with SEND
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer
- Looked after child
- Previously looked after child

The following signs and behaviour are generally seen in children who are **already being sexually exploited**.

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. If you identify a child who you consider to be suffering from or at high risk of CSE, it is important that the Designated Senior Lead (DSL) in school is informed so that they can contact Children's Services.

20. **CYBER CRIME**

For the purposes of this policy, "**cyber-crime**" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.

- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

21. **HONOUR BASED VIOLENCE**

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered Female Genital Mutilation (FGM).

22. **Female Genital Mutilation (FGM) - a definition**

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

Specific factors that may heighten a girl’s or woman’s risk of being affected by FGM

There are a number of factors in addition to a girl’s or woman’s community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, **the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.** It is believed that FGM happens to British girls in the UK as well as overseas (often in the family’s country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent: It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

Signs to look out for:

Girls who are threatened with, or have undergone FGM may:

- withdraw from education, restricting their educational and personal development.
- a pupil because she appears anxious, depressed and/or emotionally withdrawn.
- a sudden decline in a pupil’s performance, aspirations or motivation.
- a pupil comes to school but then absents herself from lessons, possibly spending prolonged periods in the toilets.

At Cinnamon Brow School we aim to create an environment where pupils feel comfortable and safe to discuss the problems they are facing. Pupils know they will be listened to and their concerns taken seriously. We will:

- inform pupils where to find relevant information e.g. NSPCC's Helpline; Childline services; Careline; National Domestic Violence Helpline
- raise awareness of FGM among staff and ensure that they know their duty
- ensure the DSL is aware of the main issues around FGM and follows guidelines

What to do when you are concerned that a pupil may be at risk of, or has undergone, FGM

Girls are most at risk from FGM during the long summer holiday, so staff should pay particular attention in the summer term and when girls return to school after the summer break. Staff should ensure that if they have any concerns around a girl's potential subjection to FGM they should immediately inform the DSL or another member of the safeguarding team. As appropriate, they will activate school safeguarding procedures, and immediately contact the Multi-Agency Safeguarding Hub (MASH).

22.1 FGM mandatory reporting duty for teachers

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

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

23. Forced Marriages

Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, this guidance aims to raise awareness amongst education professionals of children at risk of forced marriage.

What is forced marriage?

A forced marriage is where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into the marriage. It is also when anything is done to make someone marry before they turn 18, even if there is no pressure or abuse.

Forced marriage is illegal in the UK. It is a form of domestic abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical: for example, threats, physical violence or sexual violence
- emotional and psychological: for example, making someone feel like they are bringing 'shame' on their family

Financial abuse, for example taking someone's wages, may also be a factor.

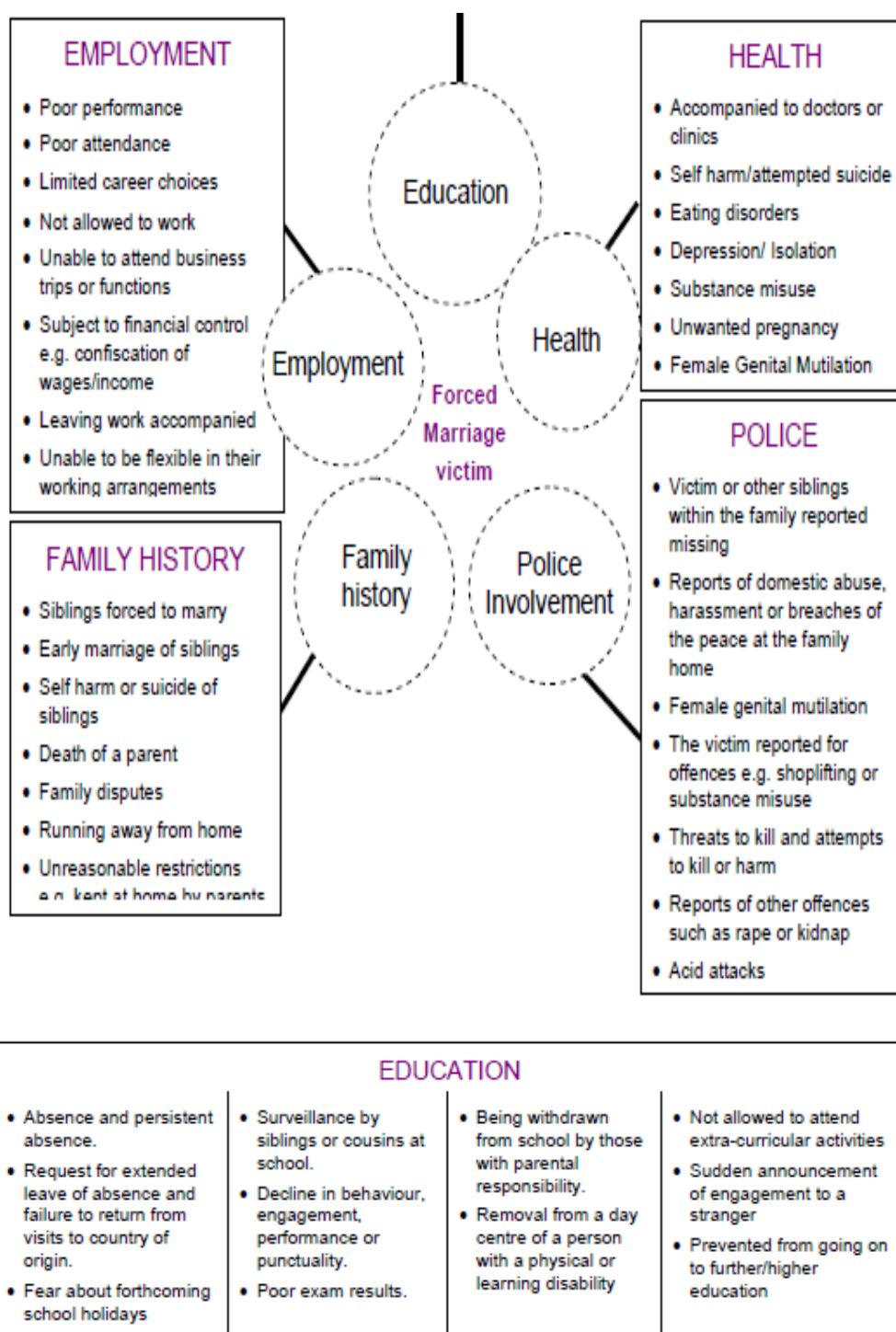
Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

Who is at risk?

Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year. Where the age was known, 15% of cases involved victims below 16 years, 25% involved victims aged 16-17, 33% involved victims aged 18-21, 15% involved victims aged 22-25, 7% involved victims aged 26-30, 3% involved victims aged 31+. 82% of cases involved female victims and 18% involved male victims.¹

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

CHART OF POTENTIAL WARNING SIGNS OR INDICATORS²



What can Schools & College do to tackle Forced Marriage

- Signposting where appropriate to further support and advice regarding forced marriage.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
- Educating teachers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).
- Encouraging young people to access appropriate advice, information and support.

² Taken from 'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage', HM Government (2014)

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time.

Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.

You should also consider other historical factors such as:

- persistent unexplained absence from school;
- child not allowed to attend extra-curricular activities;
- close supervision of child by family/carers;
- maltreatment of siblings.

If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance and referring the case to the police and Children's Services as appropriate.

What to do if you suspect a student is being forced into marriage:

A child at risk of forced marriage or FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

The "one chance" rule:

Practitioners may only have **one chance** to speak to a potential victim of forced marriage and thus they may only have one chance to save a life. If a victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

What you should do:

- ✓ Take the issue seriously and recognise the potential risk of harm to the victim.
- ✓ See them on their own in a private place where the conversation cannot be overheard.
- ✓ Gather as much information as possible about the victim – it may be the only opportunity.
- ✓ Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.
- ✓ **Follow our child protection procedures and talk to the Senior Designated Professional without delay in order to get support from other agencies.**
- ✓ **The DSL should contact the Duty and Assessment Team and/or Education and Safeguarding Team**

Do not:

- X Send the victim away and dismiss the allegation of forced marriage as a domestic issue.
- X Inform the victim's family, friends or members of the community that the victim has sought help.
- X Attempt to be a mediator.
- X Involve an elder from the family, member of the community or member of professional organisation.

In cases of forced marriage, it is important that agencies do not actively initiate, encourage or facilitate family counselling, mediation, arbitration or reconciliation – whether offered by community councils, religious or professional groups. There have been cases of women being murdered by their families during mediation. Mediation can also place someone at risk of further emotional and physical abuse.

If a situation is urgent you should call 999

24. CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

25. PREVENTING RADICALISATION AND EXTREMISM IN SCHOOL

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of school's safeguarding approach.

Definitions of extremism, radicalisation and terrorism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes a calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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.

WHY IS IT IMPORTANT FOR SCHOOLS TO DISCUSS EXTREMISM?

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (*Prevent Strategy*).

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to

protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" (*Prevent Strategy*)

Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities.

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it be from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremist groups.

Publicly funded schools remain under a duty to promote community cohesion. Schools can give learners the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues.

26. **THE PREVENT DUTY**

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". **This duty is known as the Prevent duty.**

The Prevent duty should be seen as part of our wider safeguarding obligation. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 141 to 145, which are specifically concerned with schools (and also covers childcare)..

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

They should follow [The Prevent Duty advice for schools](#)

The Prevent Duty states that it is your responsibility to report concerns relating to radicalisation and terrorism.

27. **PRIVATE FOSTERING GUIDANCE FOR SCHOOLS**

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not a when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover.

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison;
- Children sent to this country, for education or health care, by parents who live overseas;
- A child living with a friend's family because they don't get on with their own family;
- Children living with a friend's family because of their parents' study or work;
- Children staying with another family because their parents have separated or divorced;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families;
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians';
- Unaccompanied asylum-seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Warrington Children's Services.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur;

- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Designated Senior Lead for safeguarding (DSL);
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement

28. **CHILDREN MISSING IN EDUCATION**

The DFE defines Children Missing Education as;

'All children of compulsory school age who are not on a school roll, nor being (suitably) educated otherwise (e.g. privately or in an alternative provision) and who have been out of any educational provision for a substantial period of time (usually 4 weeks or more)'

A child going missing from education is a potential indicator of abuse or neglect. School and academy staff members should follow the procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

The local authority has issued a "Children Missing in Education policy" which can be found on the Warrington Safeguarding Children Board website via this link <http://warringtonlscb.org/children-missing-education/>.

A link to the statutory guidance for schools and Local Authorities is also available via the link above. The Local Authority must track and monitor any school aged child that is missing education or is deemed a pupil out of school. School must inform the Education Safeguarding Team of any missing children so that they can be discussed and monitored through the 'pupil out of school meeting (POOSM)'. **The Local Authority Children Missing Education caseworker is David Sampson**

ABSCONDING

As a result of daily admissions registration, schools are particularly well placed to notice when a child has gone missing. If a member of school staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/ carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should assess the child's vulnerability by making reasonable enquiries and refer any concerns about the child to Children's Services.

Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority. In the more general circumstances of a child going missing who is not known to any other agencies, the Head Teacher should inform the Pupil Tracking Officer and Education Welfare Officer of any child who has not attended for 10 consecutive school days without provision of reasonable explanation. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. Further information about schools' safeguarding responsibilities can be found in 'Keeping Children Safe in Education' the statutory guidance. Further guidance is available on the Warrington Safeguarding Children Board's website via this link <https://www.warringtonsafeguardingpartnerships.org.uk/>

The school must notify their local authority when they are about to remove a pupil's name from the admission register under any of the fifteen grounds listed in the regulations. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school- unless the local authority requests that such returns are to be made.

When removing a pupil's name, the notification to the local authority must include:

- The full name of pupil
- The full name and address of any parent with whom the pupil normally resides
- At least one telephone number of the parent
- The pupil's future address and destination school and if applicable
- The grounds in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A in guidance)
- School must take reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register.
- All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non - standard transition point. The notification must include all the details contained in the admission register for the new pupil.
- When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

The way the systems in Warrington are set up means that there is an automatic link between our school's SIMS and Capita (Warrington's database). Each week the LA gets a file from SIMS automatically that includes any changes that have happened on the school system and this will include new pupils leaving, new addresses, name changes, attendance marks and exclusions. This update should come through to the LA over the weekend so each Monday they have the latest data in SIMS. It is therefore crucial that everything is up to date on SIMS by the end of week so that schools are able to comply with the new guidance.

29. **PUPILS WITH FAMILY MEMBERS IN PRISON**

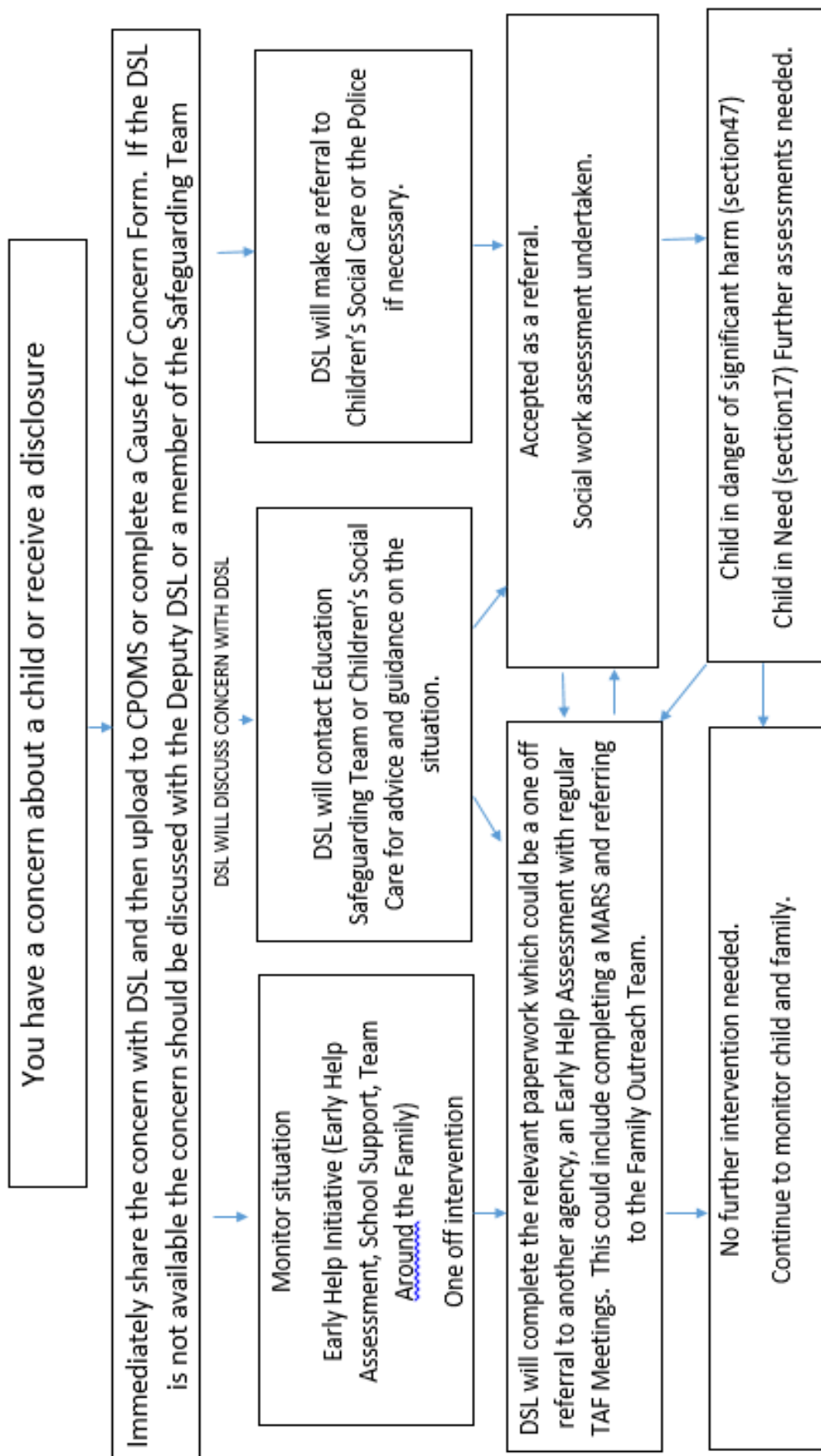
Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

30. **PUPILS REQUIRED TO GIVE EVIDENCE IN COURT**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet '[Going to Court](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Cinnamon Brow C E Primary School



Appendix 2 – Incident Form

CINNAMON BROW C E PRIMARY SCHOOL INCIDENT / CONCERN / COMPLAINT REPORT

Behaviour

Vulnerable

Reported by:

Date of incident / concern /
complaint received:

Time of incident / concern /
complaint received:

Name/s of pupil/s concerned: (include year group and full name)

Place of incident / concern:

Description of incident / concern / complaint: (only include factual information. For example, what was said and by whom)

Behaviour – pass to member of SLT as soon as possible

Behaviour & vulnerable pass to member of SLT first

Vulnerable / safeguarding concern – pass to DSL / S&WO as soon as possible

CINNAMON BROW C E PRIMARY SCHOOL
INCIDENT / CONCERN / COMPLAINT REPORT

Behaviour

Vulnerable

Actions taken for behaviour concerns:	Tick	Initials
Discussion about behaviour		
Seclusion? Length of time: _____ (letter must be sent)		
Letter to parent		
Moving forward actions:	Tick	Initials
Development Support Plan		
Work with Mrs Brereton		
Lunch club / Breakfast club / small nurture group (please specify)		
Other: (please detail)		

Any other actions taken:	Tick	Initials
Early Help Referral: to be completed by Safeguarding & Welfare Officer		
Phone conversation with Education Safeguarding team: (add detail)		
Referral made to social care:		
Referral made to attendance team:		
Reported to LA H&S:		
Referral made to other agency or department: (specify contact name & agency)		

Any additional information:

Signed by staff reporting:

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Signed by DSL / S&WO / SLT:

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Behaviour – pass to member of SLT as soon as possible

Behaviour & vulnerable pass to member of SLT first

Vulnerable / safeguarding concern – pass to DSL / S&WO as soon as possible