



Green Lane Community Special School

Child Protection and Safeguarding Policy

Headteacher: Mrs Joanne Mullineux
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Ratified by Governors: *****

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Safeguarding Team

School telephone number: 01925 811617

Headteacher (DSL)	Mrs Joanne Mullineux
Family Support and Safeguarding Manager (DSL)	Mrs Nicola Naden
Deputy Headteacher (DDSL)	Mrs Sarah Irwin
Family Support / Safeguarding Team (DDSL)	Ms Carly Dumican
Family Support / Safeguarding Team (DDSL)	Miss Lian White
Family Support / Safeguarding Team (DDSL)	Miss Hayley Chadwick
Head of Behaviour/ Deputy Head of Autism (DDSL)	Mr Michael Gaskell
SENDCo	Mr Luke Bennett
Safeguarding Governor	Mrs Andrea Machin

Important contacts

(Please remember to speak to a member of the safeguarding team should you have any concerns – if it is a concern about FGM it is your responsibility to call 999)

MAG Children's Social Care	01925 443322
SCiE Team	01925 442928
Adult Social Care	01925 444239
Adult Safeguarding Team	01925 444078
Out of Hours Safeguarding team	01925 444400
Local Authority Designated Officer (LADO)	01925 442079
NSPCC Whistle Blowing Advice Hotline	0800 028 0285
Concerns about FGM	999
Forced Marriage Unit	020 7008 0151
Local Prevent Officer	01606 36 5239 0777 551 6940 prevent@cheshire.pnn.police.uk
Modern Slavery Helpline	08000 121 700 www.unseenuk.org
Crime Stoppers	0800 555 111
National Domestic Abuse Helpline	0808 2000 247

Green Lane School is committed to creating a culture of vigilance where safeguarding is everyone's responsibility.

We believe that:

- Safeguarding is everyone's responsibility.
- Children's welfare is paramount.
- Victims should be heard and supported.
- Concerns should never be ignored.
- Professional curiosity is essential.
- Early identification improves outcomes.
- Children have a right to feel safe, valued and respected.

All staff should maintain an attitude of:

"It could happen here."

This principle underpins all safeguarding practice across the school.

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

Green Lane School is committed to safeguarding and promoting the welfare of all children and expects all staff, governors, volunteers, contractors and visitors to share this commitment.

This policy reflects the statutory requirements and guidance set out in:

- **Keeping Children Safe in Education 2026 (KCSIE 2026)**, which comes into force on 1 September 2026.
- **Working Together to Safeguard Children 2023.**
- The Education Act 2002.
- The Children Acts 1989 and 2004.
- The Human Rights Act 1998.
- The Equality Act 2010.
- The Safeguarding Vulnerable Groups Act 2006.
- The Counter-Terrorism and Security Act 2015.
- The Serious Crime Act 2015.
- The Domestic Abuse Act 2021.
- The Data Protection Act 2018 and UK GDPR.

- The Children and Social Work Act 2017.
- The School Staffing (England) Regulations 2009.
- Statutory Prevent Duty Guidance.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance.
- The Early Years Foundation Stage (EYFS) Statutory Framework, where applicable.

The school complies with local safeguarding partnership arrangements and works in partnership with Warrington Borough Council, Children's Social Care, Health Services, Cheshire Police and other relevant safeguarding agencies.

Safeguarding and child protection procedures operate in accordance with a culture of vigilance and a whole-school approach, recognising that safeguarding is everyone's responsibility.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing 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
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will plan to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

An integrated care board for an area within the LA

The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive

behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse both **online and offline**, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff, governors, trustees, volunteers, agency staff and contractors have an important role in identifying concerns, sharing information and taking prompt action to protect children.

The school recognises that effective safeguarding requires:

- A whole-school safeguarding culture.
- Strong multi-agency working.
- Early identification of need.
- Timely intervention.
- Professional curiosity.
- A child-centred approach.
- Effective information sharing.
- An understanding that safeguarding concerns can arise both online and offline.

5.1 All staff

All staff will:

- Read and understand **Part One of Keeping Children Safe in Education 2026** on at least an annual basis. The previous Annex A option is no longer applicable.
- Understand their role in safeguarding and promoting the welfare of children.
- Be alert to indicators of abuse, neglect, exploitation and radicalisation.
- Understand local safeguarding procedures.
- Recognise that safeguarding incidents can occur outside school and online.
- Maintain an attitude of **"it could happen here."**
- Maintain professional curiosity.
- Act immediately on concerns.
- Record concerns accurately on CPOMS.
- Understand the additional vulnerabilities of children with SEND.
- Understand risks associated with:
 - Child Criminal Exploitation (CCE)
 - Child Sexual Exploitation (CSE)
 - County Lines
 - Online Harm
 - Deepfakes
 - AI-generated abuse
 - Violence Against Women and Girls (VAWG)
 - Harmful Sexual Behaviour
 - Domestic Abuse
 - Radicalisation
 - Serious Violence

5.2 The designated safeguarding lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of the leadership team with lead responsibility for safeguarding and child protection, including online safety.

The DSL will:

- Take overall responsibility for safeguarding and child protection across Green Lane School.
- Provide advice and support to staff regarding safeguarding concerns.
- Act as the first point of contact for safeguarding referrals.
- Liaise with Children's Social Care, the Police, Health Professionals and other agencies.
- Promote supportive engagement with parents and carers where appropriate.
- Ensure safeguarding concerns are recorded accurately, securely and promptly using CPOMS.
- Maintain effective safeguarding records and chronologies.
- Monitor patterns, trends and emerging safeguarding risks.

- Lead on safeguarding training for staff.
- Ensure safeguarding policies remain compliant with statutory guidance.
- Understand local Family Help arrangements and referral pathways.
- Promote a safeguarding culture across the school.
- Maintain oversight of attendance, exclusions, children missing education and vulnerable groups.

The DSL will maintain appropriate knowledge and understanding of:

- Online safety.
- Filtering and monitoring systems.
- Child-on-child abuse.
- Harmful sexual behaviour.
- Child criminal exploitation.
- Child sexual exploitation.
- County lines.
- Domestic abuse.
- Serious violence.
- Mental health.
- AI-enabled safeguarding risks.
- Deepfake technology.
- Violence Against Women and Girls (VAWG).
- Risks affecting pupils with SEND.

As a specialist setting, Green Lane School recognises that pupils may communicate concerns differently due to autism, communication needs, learning difficulties or complex SEND needs.

The DSL and safeguarding team will ensure:

- Communication support is available where required.
- Alternative methods of disclosure are recognised.
- Staff understand behaviour as communication.
- Individual safeguarding plans are implemented when necessary.
- Safeguarding risks linked to dependency on adults are monitored carefully.

5.3 The governing board

The governing board will:

The Governing Board has strategic responsibility for safeguarding and child protection.

The Governing Board will ensure:

- Appropriate safeguarding policies and procedures are in place.
- Safeguarding remains a standing agenda item.
- Policies are reviewed annually or sooner if required.
- Sufficient resources are allocated to safeguarding.

- A whole-school safeguarding culture is promoted.
- Staff receive appropriate safeguarding training.
- Safer recruitment practices are consistently applied.
- Children's voices inform safeguarding practice.
- Vulnerable pupils receive appropriate support.

Governors must seek assurance that:

- Filtering and monitoring systems are effective.
- Filtering and monitoring reviews are completed and documented at least annually.
- Online safety remains an integral aspect of safeguarding.
- Staff understand their filtering and monitoring responsibilities.
- Cyber-security arrangements support safeguarding arrangements.

The safeguarding governor will meet regularly with the DSL to review safeguarding arrangements, monitoring processes, training, safeguarding data and emerging risks.

Filtering and Monitoring Oversight

Governors will receive regular reports regarding:

- Filtering and monitoring effectiveness.
- Online safety incidents.
- Emerging technology risks.
- AI-related safeguarding concerns.
- Cyber-security incidents where relevant.
- Trends in online abuse or exploitation.

A formal review of filtering and monitoring systems will be completed annually and recorded.

5.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly

- Making sure that online safety training is included in staff safeguarding and child protection training
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the Safeguarding team on this
- Ensuring the relevant staffing ratios are met, where applicable
- Overseeing the safe use of technology, mobile phones and cameras in the setting

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- Timely information sharing is essential to effective safeguarding
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the

police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead or member of the Safeguarding Team.
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or Safeguarding Team)”.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL or Safeguarding Team. (see section 5.2) as soon as possible if you make a referral directly.

The referrer should provide information about their concerns and any information they may have gathered in an assessment that may have taken place prior to making the referral. The parents' permission should be sought before discussing a referral about them with other agencies, unless permission-seeking may itself place a child at risk of significant harm. Where a professional decides not to seek parental permission before making a referral to Children's social care, the decision must be recorded on CPOMS with reasons, dated and signed and confirmed in the referral to children's social care.

Referrals should be made to LA children's social care (MAG team in Warrington) where the child is living or is found.

MAG Contact details: 01925 443322

E mail a completed MARS to childreferral@warrington.gov.uk

If the child is known to have an allocated social worker, the referral should be made to them or in their absence to the social worker's manager or a duty children's social worker. In all other circumstances referrals should be made to the duty officer.

There is also a link to the GOV.UK webpage for reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words and record on CPOMS. Stick to the facts, and do not put your own judgement on it
- Notify the DSL or member of the Safeguarding Team. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Some children may:

- Not feel ready or know how to talk about abuse
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened

This should not stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a child.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any member of staff who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Should immediately report this to the police, personally. This is a mandatory statutory duty, and staff will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL or member of the Safeguarding Team, record on CPOMS and involve children's social care as appropriate.

The duty for staff mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out, or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM, should report this to the police.

The NSPCC has set up a 24-hour FGM helpline offering advice, information and support to anyone concerned that a child's welfare is at risk because of female genital mutilation.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL or member of the Safeguarding Team first to agree a course of action.

If in exceptional circumstances the DSL or Safeguarding Team is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000. Share details of any actions you take with the DSL as soon as practically possible and record on CPOMS.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible and record on CPOMS.

Family help

Providing family help (previously known as Early Help) is more effective in promoting the welfare of children than reacting later when situations can be more complex. Family help means providing support as soon as a problem emerges, at any point in a child's life. Part of a School's safeguarding procedures should include effective ways to identify emerging problems and potential unmet needs for individual children and families.

School can develop an 'family help plan' for children and their families, by working closely with parents and in some cases other agencies to identify any support needs that a child or family may have.

School will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements

Effective family help relies upon local agencies working together to:

- Identify children and families who would benefit from family help;
- Undertake an assessment of the need for family help (E.g. TAF); and
- Provide targeted family help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Schools should, in particular, be alert to the potential need for family help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.

All professionals working in educational establishments have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need.

All concerns should be shared with the Safeguarding Team and a record of the concern logged on CPOMS.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, a member of the Safeguarding Team will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL or member of the Safeguarding Team as soon as possible and record on CPOMS.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. A member of the Safeguarding Team or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the Safeguarding Team or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Warrington Borough Council Escalation Policy: **Please**

go to

http://www.proceduresonline.com/pancheshire/warrington/p_escalation_pol.html and click on the following links to access the Escalation Policy.

[http://www.proceduresonline.com/LimitedCMS centrally managed content/pancheshire/shared files/escalation_policy.pdf](http://www.proceduresonline.com/LimitedCMS_centrally_managed_content/pancheshire/shared_files/escalation_policy.pdf)

[http://www.proceduresonline.com/LimitedCMS centrally managed content/pancheshire/shared files/escalation_policy_app_a.docx](http://www.proceduresonline.com/LimitedCMS_centrally_managed_content/pancheshire/shared_files/escalation_policy_app_a.docx)

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL or member of the Safeguarding Team first to agree a course of action and record on CPOMS.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Safeguarding Team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or member of the Safeguarding Team as soon as practically possible after the referral, and record on CPOMS.

What action should be taken if there are concerns?

- Pass concerns to the DSL or member of the Safeguarding Team
- The DSL or member of the Safeguarding Team will make contact with the PREVENT Officer and Channel Officer.

Important contact information

The Local Prevent Officer is Andy McIntyre who can be contacted at prevent@cheshire.pnn.police.uk or 01606 36 5239 / 0777 551 6940

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: At Green Lane the Single Point of Contact (SPOC) is the Designated Safeguarding Lead (DSL) Joanne Mullineux or Nicola Naden.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

7.6 If you have a mental health concern

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL member of the Safeguarding Team to agree a course of action.

Additional advice is available in the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

The school recognises that mental health concerns may be an indicator that a child has experienced abuse, neglect, exploitation or trauma.

Staff should not attempt to diagnose mental health conditions but should identify concerns and report these to the DSL.

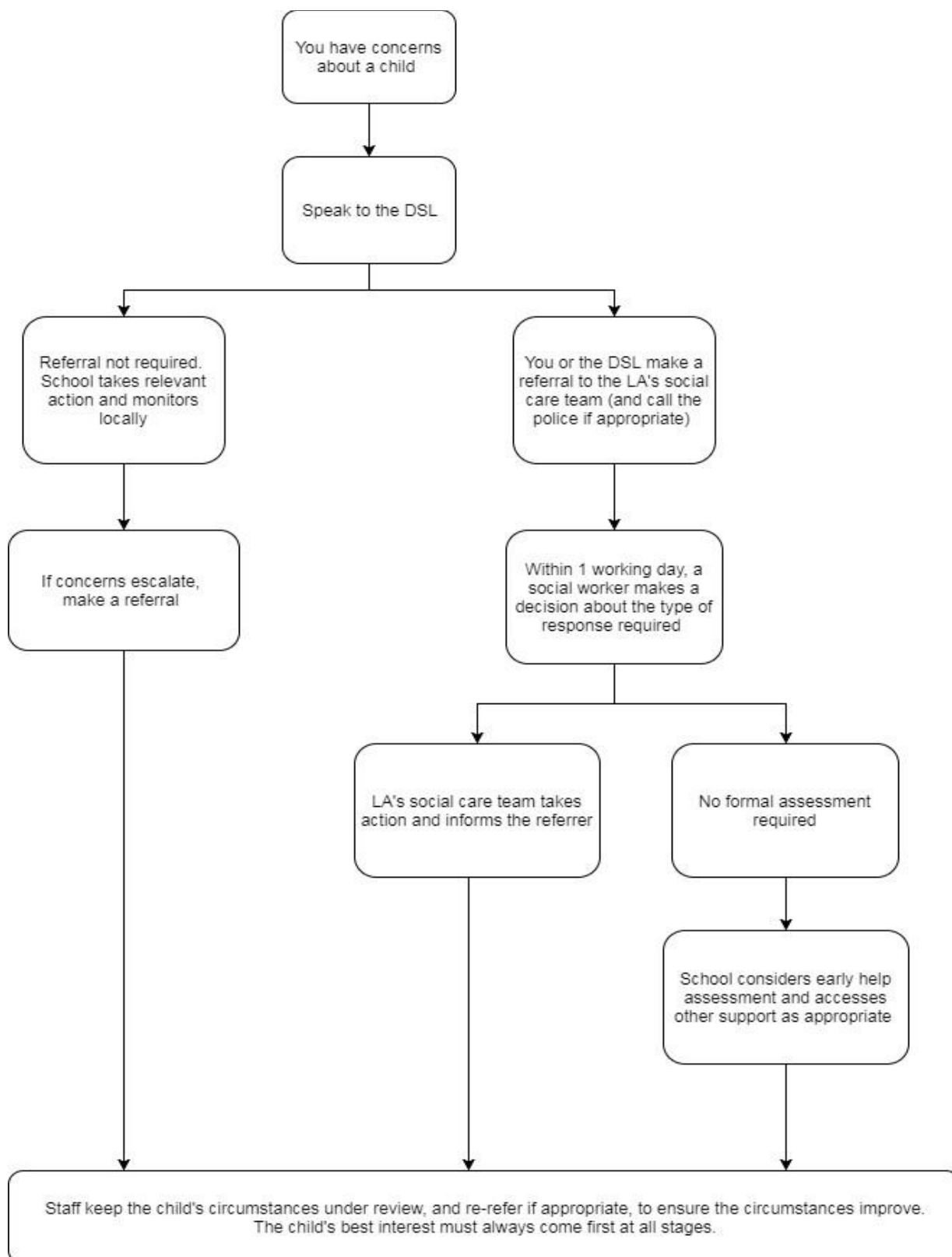
Particular consideration will be given to:

- Self-harm.
- Suicidal ideation.
- Anxiety.
- Depression.
- Trauma-related responses.
- Emotional dysregulation.
- Social isolation.

Where appropriate, support will be sought through health and mental health services.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, you should follow your safeguarding policies and procedures and inform the local authority designated officer (LADO), as you would with any safeguarding allegation.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and seminudes)

See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse If a

pupil makes an allegation of abuse against another pupil:

- You must record the allegation on CPOMS and tell the DSL or member of the Safeguarding Team, but do not investigate it
- The DSL or member of the Safeguarding Team will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL or member of the Safeguarding Team will contact the children and adolescent mental health services (CAMHS), if appropriate
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any

disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Responding to an initial disclosure:

Staff:

- Don't need to wait for a child to make a disclosure, they should act on any concerns immediately
- May overhear a conversation that suggest a child may have been harmed or a child's behaviour may be an indicator
- May confiscate devices for evidence to hand to the police, if the report includes an online element
- Can ask children outright if they've been harmed and what the nature of the harm was
- Should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Should reflect back, using the child's language, when hearing a report
- Should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse

Next steps after the initial response:

- The DSL's risk and needs assessment in response to a report of sexual harassment should also consider whether there have been any other victims
- You should:
 - Be aware of, and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school
 - Balance the victim's wishes against your responsibility to protect other children
 - Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
 - Think about other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation, and take the potential for sexual violence and harassment in intimate personal relationships into consideration
 - Keep victim and alleged perpetrator(s) a reasonable distance apart on school premises including at before and after-school activities
 - Regularly review the actions you take to respond to reports. In response, update relevant policies with lessons learnt and consider whether there are wider cultural issues at play
 - Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing
- Our response will be underpinned by the principle that "there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated"
- The DSL (and Safeguarding Team) should know what the early help process is and how and where to access support
- Police will now consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL or member of the Safeguarding Team if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL or member of the Safeguarding Team immediately and record on CPOMS.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL or Safeguarding Team.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with the Safeguarding Team – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL or member of the Safeguarding Team will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the Safeguarding Team

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the Safeguarding Team will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately. All concerns should also be recorded on CPOMS.

Informing parents/carers

The DSL or member of the Safeguarding Team will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on CPOMS. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes as appropriate to the age and understanding of the pupils:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images

- The receipt of such images

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

8. Online safety and the use of mobile technology

Green Lane School recognises that technology is an essential part of children's daily lives and that safeguarding incidents frequently include an online element.

The school adopts a whole-school approach to online safety which protects pupils both online and offline.

Online safety is embedded throughout:

- Safeguarding practice.
- Curriculum delivery.
- Staff training.
- Filtering and monitoring arrangements.
- Behaviour management.
- Parental engagement.

The school recognises that vulnerable pupils with SEND may face additional online risks due to difficulties understanding social interactions, boundaries and exploitation.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content

Exposure to:

- Abuse-related content.
- Extremist material.
- Violent content.
- Self-harm or suicide content.
- Misinformation and disinformation.
- Deepfake content.
- AI-generated harmful material.

Contact

Risks from:

- Grooming.
- Radicalisation.
- Cyberbullying.
- Exploitation.
- Coercion.
- Sextortion.
- Online manipulation.

Conduct

Risks arising from behaviour including:

- Sharing inappropriate content.
- Online harassment.
- Child-on-child abuse.
- Sharing of nudes and semi-nudes.
- Image-based abuse.
- Misogynistic behaviour.

Commerce

Risks such as:

- Fraud.
- Gambling.
- Scams.
- Phishing.
- Financial exploitation.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology ○ Keeping personal information private ○ How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. Parents contact school directly for support if they have a concern and school will also initiate communication and support with parents if school identifies a concern.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Review the child protection and safeguarding policy, including online safety, annually, and to make sure the procedures and implementation are reviewed regularly

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our Esafety policy, which you can find on our website.

Artificial Intelligence, Deepfakes and Emerging Technology Risks

The school recognises that advances in technology continue to create new safeguarding risks for children.

These include:

- AI-generated indecent images.
- Deepfake images and videos.
- Nudification applications.
- Digitally manipulated content.
- Image-based abuse.
- Online coercion and blackmail.

- Sextortion.
- Cyber-enabled exploitation.

Staff must report concerns relating to AI-generated content in the same way as any other safeguarding concern.

Online safety education will include learning about emerging technologies and associated risks.

The school will:

- Educate pupils about emerging technology risks.
- Train staff in recognising AI-related safeguarding concerns.
- Review risks regularly.
- Refer concerns through safeguarding procedures.

Any AI-generated image involving a child will be treated as a safeguarding concern.

Staff must immediately inform the DSL where AI-generated abuse is suspected.

The school recognises that online safety is not solely an ICT issue but is a safeguarding issue.

Effective safeguarding arrangements include:

- Education.
- Appropriate filtering.
- Appropriate monitoring.
- Staff training.
- Parental engagement.
- Safe use of technology.

Online safety considerations form part of all safeguarding decisions.

Emerging risks such as AI-generated abuse, deepfake imagery, image-based abuse and online exploitation will be reviewed regularly by leaders and governors.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL or member of the Safeguarding Team, will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL or a member of the Safeguarding Team will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

At Green Lane School we provide support and attention for these children, along with ensuring any appropriate support for communication is in place, for example use of AAGs such as Makaton, communication boards, symbols, ICT software. Children are given daily support and activities to regulate their behaviour, for example, OT, sensory diets, visual timetables and now and then tasks.

As a specialist setting, Green Lane School recognises that pupils may communicate concerns differently due to autism, communication needs, learning difficulties or complex SEND needs.

The DSL and safeguarding team will ensure:

- Communication support is available where required.
- Alternative methods of disclosure are recognised.
- Staff understand behaviour as communication.
- Individual safeguarding plans are implemented when necessary.
- Safeguarding risks linked to dependency on adults are monitored carefully.

Many pupils attending Green Lane School communicate through behaviour.

Staff will consider whether behaviour may indicate:

- Abuse.
- Neglect.
- Anxiety.
- Distress.
- Trauma.

- Exploitation.
- Physical discomfort.
- Unmet need.

Safeguarding assessments involving pupils with SEND will consider communication methods, cognitive understanding and individual presentation.

Staff will avoid making assumptions that concerning behaviour is solely related to a pupil's diagnosis or disability.

10.1. Restrictive Practice Safeguarding

Green Lane School recognises that some pupils may require physical intervention to maintain safety.

All restrictive practices must:

Be lawful.

Be proportionate.

Be necessary.

Be recorded.

Be subject to appropriate oversight.

Safeguarding considerations will always form part of decision-making around physical intervention.

Any concerns arising from restrictive practice will be reviewed through safeguarding procedures.

10.2 Intimate Care and Increased Dependency

Some pupils at Green Lane School require support with personal care, intimate care or health needs.

The school recognises that:

- Increased dependency on adults can increase safeguarding vulnerability.
- Children may have reduced ability to communicate concerns.
- Abuse may present differently in children with complex needs.

Staff supporting intimate care will:

- Follow the school's Intimate Care Policy.
- Maintain professional boundaries.
- Record concerns immediately.
- Ensure dignity, privacy and respect are maintained at all times.

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL, Safeguarding Team and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL and Safeguarding Team will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL and Safeguarding Team has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Joanne Mullineux, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the Safeguarding Team to ensure that any safeguarding concerns regarding lookedafter and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

13. Complaints and concerns about school safeguarding policies

13.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

13.2 Other complaints

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher. Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The headteacher has to decide whether the concern is an allegation or low-level concern. For low level concerns, see Appendix 3, Section 2

13.3 Whistle-blowing

This is when someone raises a concern about a dangerous or illegal activity or any wrong doing.

Staff should acknowledge their individual responsibilities to bring matters of concern in writing to the attention of the Head teacher. Further information is to be found in the Whistleblowing Policy.

If staff are not happy with the response they receive from a member of SLT they can contact the Education Safeguarding Team (details at the beginning of this policy).

The NSPCC runs a Whistleblowing Advice Line which offers free advice and support to professionals with concern about how child protection issues are being handled in their own organisation – 0800 028 0285.

If a member of staff has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, a referral will be made to the Disclosure and Barring Service (DBS).

If allegations are made, contact should be made and advice sought from the Local Authority Designated Officer (LADO) –Beki Byron (01925 442079).

LADO@warrington.gov.uk.

14. Record-keeping

All staff involved have a professional responsibility to share relevant information, and such child protection information is held securely within CPOMS. The school recognises that it is an agent of referral and not of investigation. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the pupil.

CPOMS is our software application for monitoring child protection, safeguarding and a range of pastoral and welfare issues. Working alongside the school's existing safeguarding processes, CPOMS helps with the management and recording of child protection and safeguarding concerns. Every member of staff in school has an obligation to report any concerns which they may have in a clear and comprehensive manner. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. The Safeguarding Team are able to build a chronology around a pupil, detail how concerns were followed up and resolved, notes of actions taken, decisions reached and the outcome. CPOMS records can be used to produce detailed reports for social care, Case Conferences, Governors etc.

The chronology around a pupil is built automatically and trends are much easier to spot than they would be on paper. Members of staff from across school can add information to CPOMS allowing the Safeguarding Team to take appropriate follow up action and it has been tailored to meet our school's exact needs.

Records will be kept for 7 years after the pupil's 18th birthday.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing (on CPOMS). If you are in any doubt about whether to record something, discuss it with the DSL or member of the Safeguarding Team.

Records will 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
- Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and preappointment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

15. Training

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. Training for all staff should include online safety, including an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring.

This training will be regularly updated and will:

Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning

Be in line with advice from the 3 safeguarding partners

Have regard to the Teachers' Standards to support the expectation that all teachers:

- o Manage behaviour effectively to ensure a good and safe environment
- o Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, briefings and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

15.2 The DSL and Safeguarding Team

The DSL and Safeguarding Team will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

15.3 Governors

All governors receive training about safeguarding and child protection (including online safety), which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

15.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

15.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have opportunities which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

16. Monitoring arrangements

This policy will be reviewed **annually** by Joanne Mullineux. At every review, it will be approved by the full governing board.

17. Links with other policies

This policy links to the following policies and procedures:

Behaviour

Staff code of conduct

Complaints

Health and safety

E-safety

Equality

Relationships and sex education

First aid

Designated teacher for looked-after and previously looked-after children

Privacy notices

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage.
- Sign a declaration confirming the information they have provided is true

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- Shortlisted candidates will be informed that the school may carry out online checks as part of the due diligence process

Seeking references and checking employment history

When processing paperwork, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching

- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain an enhanced DBS certificate, including barred list information for all staff. We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher

- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - o For all staff, including teaching positions: criminal records checks for overseas applicants o
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Online Searches

Shortlisted candidates will normally be subject to online searches as part of the school's due diligence and safer recruitment procedures. These searches will be completed consistently and information identified will be explored with candidates where appropriate.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. All staff provide a DBS which is recorded on the school's SCR

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers We

will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 3: allegations of abuse made against staff

Section 1: allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- 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 he or she 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 – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

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

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

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, or to cause harm to the subject of the allegation

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

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. 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** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow 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
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- 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

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures:

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.
- The school will follow safeguarding procedures and inform the LADO if there's an allegation of an incident happening while an individual or organisation is using the school premises to run activities for children

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer 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 school will 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 school will consider 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 case manager will consider how best to facilitate this.

The case manager 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, unfounded, false or malicious reports**

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation • How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy

- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the Safeguarding Team.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or

The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 4: specific safeguarding issues

Children who are absent from education

A child who is absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become absent from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM

- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going absent in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Good attendance is expected by all our pupils but when pupils are unwell, parents are expected to confirm absence by telephone immediately. If no notification is received, school has a policy of phoning home to ascertain each pupil's whereabouts. If no contact is made, a member of staff may visit the home in order to make contact. Positive measures are in place to encourage pupils to attend regularly. If it is not possible to contact parents, we may inform social care and the Education Safeguarding Team (01925 442928) or a member of staff may visit the home. 'Keeping Children Safe in Education 2023' states that schools should have at least two emergency contacts for every child in school.

Children Missing Education

A child missing education is a potential indicator of abuse, neglect, child sexual exploitation, child criminal exploitation, mental health concerns, radicalisation, forced marriage, female genital mutilation or other safeguarding risks.

Green Lane School recognises that children with SEND are particularly vulnerable when attendance becomes irregular or they become missing from education.

Staff will:

- Monitor attendance carefully.
- Respond promptly to unexplained absences.
- Escalate concerns through safeguarding procedures where appropriate.
- Share information with the DSL immediately when safeguarding concerns are identified.
- Follow local authority CME procedures.

The school will:

- Maintain accurate attendance records.

- Hold at least two emergency contacts for every child where possible.
- Work alongside parents, carers and external agencies to improve attendance.
- Notify the Local Authority where a pupil's name is removed from roll in accordance with statutory guidance.
- Consider whether poor attendance may be linked to safeguarding concerns.

Safeguarding responses will always consider whether attendance difficulties may be the result of unmet need, exploitation, abuse, trauma, mental health difficulties or family circumstances.

Trafficking

Human trafficking (including children) is defined by the Office of the United Nations High Commissioner for Refugees (UNHCR) as a process that is a combination of movement, control through harm or threat of harm and exploitation. The LA must be notified if children go absent from education. All other concerns to be reported to the DSL.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into 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. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Mate Crime

Mate crime is the exploitation of a vulnerable person by someone claiming to be their friend. Mate Crime is a specific kind of Hate Crime. Mate Crime is an issue for vulnerable children in much the same way as it is for vulnerable adults, although the perpetrators are usually less calculated in their approach. It is often mislabelled as 'bullying'. All too often the advice given to vulnerable children is to 'ignore the bully' and the consequences for the 'bully' can be negligible. Often the perpetrator will appear to be a 'genuine' friend to both the vulnerable person and any observers of the relationship. However, the perpetrator may use abusive or harmful behaviour to maintain or begin their exploitation of the person including:

- Threats of harm
- Saying things to create feelings of worthlessness or dependency
- Actual physical assault or restraint
- Withholding of medication or possessions important to the person
- Covert or overt use of drugs or alcohol
- Once 'befriended' examples of exploitation can include (but are not limited to):
 - Financial Abuse – stealing money, coercion into spending money or giving away possessions
 - Forced labour
 - Sexual Abuse – Coercion into prostitution or other sexual exploitation
 - Physical Abuse – exert force to control the individual
 - Criminal exploitation – Coercion or grooming to commit criminal offences e.g. buying/selling drugs, stealing
 - Emotional Abuse – manipulate or mislead the person, make them feel worthless

Indicators of Mate Crime

- Changes in behaviour - becoming more withdrawn or increase in risk taking
- Changes in appearance - taking less or more care of themselves, looking dirty or scruffy, weight loss
- Financial difficulty - bills not paid, unable to buy food

- Changes to household environment - missing possessions, rubbish, unusual items such as cigarettes, alcohol, more noise, house is a mess, parties
- Changes in routine and regular activities
- Withdrawing from existing networks of support, family, friends, activities and services
- Unexplained injuries
- Secretive or increased mobile phone or social media use
- Talking about new 'friends'
- Goods or packages arriving at a person's house (and then being collected by someone else soon after) • Suddenly changing a will

Stalking

Stalking is a crime of power and control which can have a devastating impact on victims.

The Police and CPS have adopted the description: a pattern of unwanted, fixated and obsessive behaviour which is intrusive. It can include harassment that amounts to stalking, or stalking that causes fear of violence or serious alarm or distress. If the behaviour is persistent and clearly unwanted, causing fear, distress or anxiety then it is stalking.

Examples of Stalking behaviours

- Following a person
- Contacting, or attempting to contact, a person
- Publishing statements or material about the victim
- Monitoring the victim including online
- Loitering
- Interfering with property
- Watching or spying on a person
- Regularly sending unwanted gifts
- Cyber & Digital Stalking Cyber and Digital Stalking is the use of the internet, email or other electronic communications to stalk someone. It may occur as part of a wider stalking campaign or may be conducted entirely electronically.
- What does Cyber Stalking look like?
- Sending unwanted messages via e-mail or social media
- Identity theft
- E-mail / Social Media account hacking
- Using Social Media to monitor an individual
- Using any electrical device to monitor somebody's whereabouts
- Setting up fake profiles/accounts
- Using applications to access somebody's webcam
- Using others to gather information on an individual
- Higher intensity
- Hacking social media accounts

- Using other internet sites to send messages
- Setting up accounts on Instagram, snap chat posing as the victim
- Setting up 100s of accounts daily to send messages
- Location settings

Victims should always be encouraged to make a report to the police but if there are Safeguarding concerns DSLs will follow normal Safeguarding Procedures. When reporting, they want to report being a victim of stalking so that it can be identified straight away.

Stalking Support services

Victims should be encouraged to contact support services for emotional and practical support and for safety planning advice.

National services

- Suzy Lamplugh <https://www.suzylamplugh.org/>
- Paladin <https://paladinservice.co.uk/>
- Alice Ruggles <https://www.alicerugglestrust.org/>
- Local service GM Victim Services <http://www.gmvictims.org.uk/>

Knife Crime:

In the event that a pupil of Green Lane School attended school/college carrying a weapon, in particular a knife, Green Lane School would contact Cheshire Police or dial 999 if immediate response is needed. Green Lane School would then complete a risk assessment for that individual child/pupil or group, this would then be shared with all staff to all were aware of any risks and reviewed on a regular basis in line with the risks posed both to others and to the individual.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Safeguarding Team will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
 - A mother/family member disclosing that FGM has been carried out
 - A family/pupil already being known to social services in relation to other safeguarding issues
 - A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs
- Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM or Having limited level of integration within UK society
 - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. It is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

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

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Child-on-child abuse

Green Lane School recognises that children can abuse other children and that such abuse can occur both inside and outside school and online.

Child-on-child abuse will never be dismissed as:

- Banter.
- Part of growing up.
- Just having a laugh.
- Boys being boys.
- Friendship issues.

All concerns will be taken seriously, investigated appropriately and managed through safeguarding procedures.

Abuse may include:

- Bullying and cyberbullying.
- Physical abuse.
- Sexual violence.
- Sexual harassment.
- Harmful sexual behaviour.
- Abuse within intimate relationships.
- Image-based abuse.
- Sharing of nudes and semi-nudes.
- Sextortion.
- Misogynistic behaviour.
- Prejudice-based abuse.
- Initiation and hazing behaviours.

The school adopts a zero-tolerance approach to sexual violence and sexual harassment.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)
- Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that

they are creating a problem by reporting form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

Increased absence from school

Change in friendships or relationships with older individuals or groups

Significant decline in performance

Signs of self-harm or a significant change in wellbeing

Signs of assault or unexplained injuries

Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

Being male

Having been frequently absent or permanently excluded from school

Having experienced child maltreatment

Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID.

Visiting professionals who are not an NHS or WBC employee will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Private Fostering

A private fostering arrangement is when a child under the age of 16 (18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. This is a private agreement between a parent and another adult and private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family. It is not private fostering when a child is living with a close relative such as a parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage).

Privately fostered children could include:

- Children or young people who are sent to this country for education, health care by their birth parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who stay with a host family during the holidays.

All professionals have a duty to notify the Local Authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the Local Authority has been or will be notified of the arrangement by the parent or carer. Some of these arrangements may be recent; some may have been in existence for some time as the parent and carer may not be aware that it is a private fostering arrangement, and so not aware of the need to inform the local authority.

Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where a member of staff or volunteer at a school or college identifies that a private fostering arrangement is planned, or is in place, this should be raised with the DSL (or deputy). The school should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Children who abscond or are missing from the school site

There should be clear procedures in school around who to notify and what to do should a child be missing from school. This includes completing a full 'sweep' of the area and checking that the child is not hiding from sight. The Headteacher should be notified of any instance of a missing child without delay.

Children who go missing are particularly vulnerable to all sorts of risk. Where a child has gone missing a report should immediately be made to Cheshire Police via 999. Reports of missing people are taken very seriously by Cheshire Police and considerable amount of time and resources are devoted to finding the child or young person. The Cheshire Constabulary's priority is always to locate the missing child or young person and make sure they are **safe and well**.

There is a national definition of what constitutes a missing person (including a child):

"Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another".

It should be stressed that most missing children are found very quickly and safely returned to school or home. However, should you suspect that a child has been taken from school (abducted) you should make this clear in your contact with Cheshire Police, including any eye witness information.

Communication with the child's parent or carer is important and should be done as soon as possible by the Safeguarding Team. The Headteacher will also follow the 'LA Critical Incidents' protocol and consider if a referral to OFSTED is appropriate (e.g. following the criteria of a serious incident).

Violence Against Women and Girls (VAWG)

The school recognises the importance of preventing violence against women and girls and understands that harmful attitudes and behaviours can emerge during childhood. Staff will challenge:

- Misogynistic language.
- Sexual harassment.
- Harmful gender stereotypes.
- Sexual violence.
- Online sexual abuse.
- Coercive behaviour.

The curriculum promotes respectful relationships, equality and consent. The school adopts a zero-tolerance approach to sexual violence and sexual harassment.

Children Who Are Gender Questioning

Green Lane School recognises that some children may question their gender identity.

Staff will:

- Provide appropriate support.
- Listen to the child's views.
- Maintain a child-centred approach.

- Ensure safeguarding risks are appropriately assessed.
- Work in partnership with parents and carers where appropriate.
- Seek external professional advice where required.

Safeguarding considerations will always focus on:

- The child's welfare.
- The child's wishes and feelings.
- Physical safety.
- Emotional wellbeing.
- Vulnerability to bullying, abuse or exploitation.

Individual risk assessments may be completed where appropriate.

Appendix 5: KCSIE 2026 Additional Safeguarding Requirements

- All staff must read Part One of KCSIE 2026.
- AI generated content, deepfakes and nudification risks are considered within online safety.
- Filtering and monitoring systems will be formally reviewed annually and recorded.
- The school actively addresses misogyny, harmful gender stereotypes and VAWG.
- Family Help terminology is adopted alongside local threshold guidance.