

Ash Grove Academy



Child Protection and Safeguarding Policy

Person responsible for the Policy:	Judith Ceuppens
Date Approved:	10.09.2021
Signed:	Judith Ceuppens – Designated Safeguarding Lead
Date for Review:	September 2022

At Ash Grove Academy the named personnel with designated responsibility for Child Protection and Safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Judith Ceuppens (<i>Acting Principal</i>) principal@ashgrove.cheshire.sch.uk	Sally Veale Katherine Ghorbanian Amanda Thompson	Katie Siddall chair@ashgrove.cheshire.sch.uk Trustee with leadership responsibility for safeguarding Michelle Coppenhall mcoppenhall@aet.cheshire.sch.uk

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

Designated Senior Manager (Principal)	(in the event of an allegation against the Principal)
Judith Ceuppens (<i>Acting Principal</i>) principal@ashgrove.cheshire.sch.uk	Kevin Simpson - CEO ceo@aet.cheshire.sch.uk Sue Bowen – Chair of Trustees cob@aet.cheshire.sch.uk

Designated teacher for cared for children
Margaret Lisle
Designated Mental Health Lead
Sally Veale

1. Introduction:

At Ash Grove Academy we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board in our school approve the S175/157 return to the Cheshire East Safeguarding Children’s Partnership (CESCP) on a yearly basis.

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

- [Cheshire East Safeguarding Children’s Partnership \(CESCP\) procedures](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education 2021](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [Statutory framework for the early years foundation stage 2021](#)
- [Guidance for Safer Working Practices for adults who work with children in Education Settings May 2019](#)
- School online safety policy
- School Mental Health Policy (EHS provided a model policy)
- School Relationships (and Sex) Education Policy
- Staff Code of Conduct
- Staff use of mobile phones and Social Media Policy
- Substance Misuse Policy
- [“Preventing and Tackling Bullying” DfE July 2017](#)
- [School and Colleges: When to call the police](#)

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

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

In our school we ensure that:

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

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

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff Code of Conduct.

In addition, all staff are provided with at least Part One of Keeping Children Safe in Education 2021 and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

2.0 Aims of this document:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children
- To raise the awareness, of all staff, of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection

- To promote safe practice and encourage challenge for poor and unsafe practice
- To promote effective working relationships with other agencies involved with Safeguarding and promoting the welfare of children, especially with Children's Social Care and the Police
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children
- To ensure that staff understand their responsibility to support children who have suffered abuse in accordance with their agreed plan e.g. Child in Need/ Child Protection Plan

3.0 Scope of this Policy

This policy applies to all members of the school community, including staff, pupils, volunteers, supply teachers, parents/carers, visitors, agency staff and students, or anyone working on behalf of Ash Grove Academy.

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

4.0 Definitions of terms used in this document:

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

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

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

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

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

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

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

5.0 Prevention:

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

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- Children are supported in recognising and managing risks in different situations, including on the internet; being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure
- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Importance and prioritisation are given to equipping the children with the skills needed to stay safe, including providing opportunities for personal, social, health and relationships education throughout the curriculum.
- Appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Principal and/or the Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children
- Emerging themes are proactively addressed and fed back to the local authority and CЕСSCP to ensure a coherent approach so that multi-agency awareness and strategies are developed
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- Support and planning for children in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- We comply with ‘Working Together to Safeguard Children’ 2018 and support the Cheshire East Safeguarding Children’s Partnership (CESCP) [Timely Support for Children and Families in Cheshire East](#), [this](#) document supports professionals to access the **right help and support** for children and their families at the **right time**
- We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary

- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- The voice of the child is paramount; therefore, our pupils are actively involved in safeguarding development. There are established student groups/ student involvement mechanisms which work with and challenge staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays
- We consult with, listen and respond to pupils; our school's arrangements for this are safeguarding ambassadors, Rights Respecting ambassadors, school council representatives, Three Houses voice of the child, safeguarding pupil voice, trusted adult network and pastoral support team.
- We use research evidence to inform our prevention work

6.0 Early Help:

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

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

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

- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a 'privately fostered child'
- is persistently absent from education, including persistent absences for part of the school day

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

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where domestic abuse is identified. This support would include nurture session with the child, offering support to the family, Three Houses work, Just Drop In, referral to My CWA via Checs, informing the class teachers so they are aware of the situation at home for the child.

If a member of staff has concerns about a child, they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care/consult with Cheshire East Consultation Service (ChECS)/contact the police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by Cheshire East's Safeguarding Children Partnership.

In the first instance staff should discuss 'Early Help' requirements with the Designated Safeguarding Lead. If early help is appropriate the Designated Safeguarding Lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and practitioners and parents/carers and children in an early help assessment; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment.

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

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

There is adequate signposting to external sources of support and advice for staff, parents and pupils including a Safeguarding and Wellbeing area on the school website which signposts to all relevant support services. NSPCC/Childline posters are around school for all children and parents to see, as well as a designated 'Help and Support' display board.

7.0 Early Help, Child in Need and Child Protection

In our school we ensure that we follow [Cheshire East's Multi-agency Practice Standards](#) to ensure that our work, on behalf of our children, is of a consistently good standard. We use

these standards to challenge other workers on behalf of children where the standards are not being met.

8.0 Concerns about a child- recording and reporting:

Our recording procedures are in line with those outlined in Cheshire East's "Recording and Reporting Guidance." 2021; the Designated Safeguarding Lead and the Deputy Leads are aware of this document.

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

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

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of the discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support
- at no time promise confidentiality to a child or adult
- all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.
- where abuse has occurred online or outside of school, it will not be downplayed and will be treated equally seriously

Staff are aware that they should not question the child; other than to respond with TED

- **Tell me what you mean by that, Explain what you mean by that, Describe that.** Staff will observe and listen, but do not probe/ask any leading questions.

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

We recognise that parents may hold key information about incidents/allegations therefore, **in the majority of situations, the Designated Safeguarding Lead will speak to the parents and gain their consent** to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further

endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

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

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

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

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

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

Safeguarding records are held electronically on Cpoms. Safeguarding and Child Protection records are stored securely and are separate from the main pupil file. Authorisation to access these records is controlled by the Principal and Designated Safeguarding Leads.

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

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

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

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

9.0 Safe Working Practices

Use of mobile phones, cameras and internet:

The school and staff take safeguarding seriously and understand this policy is over-arching. We refer staff to the '*Staff use of mobile phones and Social Media Policy*', '*Code of conduct*' and '*Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2019*'.

Personal mobiles and electronic devices:

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

If staff have personal phones or devices these are stored securely and will be switched off or on silent during the teaching day.

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

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

School devices:

School devices remain the property of Ash Grove Academy and in using them staff will follow the '*Staff use of School devices Policy*'

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

Cameras, photography and images:

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

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

Online safety:

We ensure that appropriate filters and appropriate monitoring systems are in place on school equipment.

Working off school premises:

Where staff take school computer/digital equipment / or records in paper form off the school site they do so with the view that they abide by the Staff use of School devices Policy and Ash Grove Data Protection policy.

Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR and should be safely and securely stored off the premises and during transportation.

10.0 Allegations against staff

Support and advice are sought from Children's Services or the Local Area Designated Officer (LADO), and our Personnel/Human Resources advisor whenever necessary.

At Ash Grove Academy we recognise the possibility that adults working in the school; including directly employed staff, volunteers, and supply teachers, may harm children; that they may have

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

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

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

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

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

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support via the Whistleblowing Policy and the Staying Safe Posters.

As part of our whole school approach to safeguarding we promote an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This includes allegations which do not meet the harms threshold.

11.0 Safer Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures

- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our Code of Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Maintaining an accurate, complete, up to date Single Central Record

12.0 Staff training and updates:

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

All staff undertake Cheshire East Safeguarding Children Partnership (CESCP) 'endorsed' Basic Awareness in Safeguarding and Child Protection training within the first term of their employment/placement. This training is refreshed every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively.

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

The Designated Lead and any Deputy have completed specific training such as Designated Safeguarding Lead Training to carry out the duties of the role, and attend (CESCP) multi agency Safeguarding and Child Protection training on an annual basis.

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

The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gaps.

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

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

14.0 Children with special needs and disabilities

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

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

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

15.0 The use of 'reasonable force'

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

We have a key emphasis on de-escalation and only use physical touch to prevent a child or others being harmed. If we do, this is for the shortest time necessary.

Where it has been necessary to use physical intervention, we ensure the following:

- The child's wellbeing after the event is monitored and supported
- parents are fully briefed
- the incident is fully recorded including antecedents, de-escalation attempted, and holds used.
- an individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future
- any incident involving the restraint of a child is always reported to an identified senior manager (The Principal and Designated Safeguarding Leads)

At Ash Grove Academy staff have received training in de-escalation. The school procedure is outlined in the Positive Handling Policy. Staff will not use restraint/positive handling without the appropriate training.

16.0 Private Fostering

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

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by

someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

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

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

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

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

17.0 Children Missing out on Education and Missing from Education

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

At Ash Grove Academy we follow Cheshire East's procedures for dealing with children that go missing from lessons and/or school. All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

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

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

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

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

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

19.0 Children requiring mental health support

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

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

We deliver a variety of 1:1 and group interventions in school, supported by our NHS Mental Health Support Team lead. These interventions are evidence based, delivered by trained members of staff, and are aimed at children who display signs of mild to moderate mental health issues. Our Mental Health Support Team practitioners are also available to offer bespoke consultations for children with whom we still have concerns. More specialist Mental Health and Wellbeing provision is accessed through the CAMHS pathway.

20.0 Educational Outcomes

Our Designated Safeguarding Lead ensures that staff know the children who have experienced or are experiencing welfare, safeguarding and child protection issues so that, as relevant, we know who these children are, understand their academic progress and attainment; this means that we are able to make necessary adjustments to help these children to achieve. In this way we maintain a culture of high aspirations for this cohort. This includes children with a social worker and those previously known to social care; we ensure that teachers are made aware of those children in this category.

21.0 Specific safeguarding issues

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

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

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

- Physical Abuse
- Sexual Abuse including sexual violence and sexual harassment
- Emotional
- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)

- Child sexual exploitation / trafficked children
- Criminal Exploitation including county lines and serious violence
- Extremism and Radicalisation
- Children missing education
- Domestic abuse
- Peer relationship abuse/Teenage Relationship Abuse
- Peer on Peer abuse
- Risky behaviours
- Problematic and Harmful Sexual Behaviour
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability, and other breaches of the Equality Act 2010
- Mental health issues including Self-Harm
- Honour based abuse including - Female Genital Mutilation, Breast Ironing, Forced Marriage
- Unaccompanied asylum-seeking children
- Child Trafficking
- Modern Day Slavery

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sharing nudes or semi-nudes put children in danger.

An overview of specific safeguarding issues and our response are provided within appendix 6.

22.0 Safeguarding during school closures in response to the COVID-19 pandemic:

In the event of school closures in response to the COVID-19 pandemic, Ash Grove Academy will follow Government guidelines and advice from the Local Authority.

A small number of pupils may be unable to attend school, even once restrictions have been eased, including pupils who, in line with public health advice, are self-isolating and those who are confirmed as clinically extremely vulnerable and are advised not to attend school while shielding advice applies nationally.

Where we refer to vulnerable children, this means those who:

Are assessed as being in need, including children

- With a child protection plan
- With a child in need plan
- Looked after by the local authority
- Have an education, health and care (EHC) plan

Have been assessed as otherwise vulnerable by the school or LA (including children's social care services), and who could therefore benefit from continued full-time attendance. This might include:

- On the edge of receiving support from children’s social care services or in the process of being referred to children’s services
- Adopted or children on a special guardianship order
- Living in temporary accommodation
- Those who are young carers
- Those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- Care leavers
- Others at the academy’s and local authority’s discretion including pupils and students who need to attend school in order to receive support or manage risks to their mental health.

➤ **Core Safeguarding Principles**

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) during school closures and following the reopening of school once restrictions have eased.

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It is essential that unsuitable people don’t enter the school workforce or gain access to children
- Children should continue to be protected when they are online

We expect staff to be vigilant and responsive to all safeguarding threats and ensure vulnerable children are safe.

➤ **Reporting Concerns**

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

Staff will continue to follow the reporting procedures detailed in this Child Protection and Safeguarding policy.

All staff should continue to work with and support children’s social workers, where they have one, to help protect vulnerable children.

➤ **DSL and Deputy arrangements**

There may be additional concerns for the DSL and deputy DSLs to deal with when children return after a period of school closure in response to the COVID-19 pandemic. Our trained DSL and dedicated team of deputies will have sufficient time to:

- support staff and pupils with new safeguarding and welfare concerns
- handle referrals to children’s social care and other agencies where appropriate.

During the return to school period, the DSL and their deputies are additionally responsible for:

- Keeping up-to-date with the local safeguarding partners’ information and implementing their updates and guidance.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Sharing their contact information with the school community.
- Ensuring there is a consistent approach to safeguarding children throughout the COVID-19 pandemic.
- Providing pupils with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Providing all volunteers with copies of this policy, and ensuring it is publicly available.
- Adhering to AET safer recruitment policy and procedures, including carrying out risk assessments on new volunteers.
- Reporting back to the Trust Safeguarding lead, Board of Trustees and LAC on safeguarding concerns.
- Continue to report safeguarding to the Trustees using the Trust’s Annual Safeguarding Data Return.

If our DSL (or Deputy) can’t be in school, they can be contacted remotely by telephone or email using the main contacts list at the start of this policy.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school and at home
- Update and manage access to child protection and safeguarding files, where necessary
- Liaise with children’s social workers where they need access to children in need and/or to carry out statutory assessments

➤ **Attendance Monitoring**

We follow [guidance](#) from the Department for Education on how to record attendance, [including guidance for non-attendance in circumstances related to coronavirus \(Covid-19\)](#).

Following incidents of school closure/reopening in response to the COVID-19 pandemic, AET academies will continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate. AET academies will also be able to request from parents a copy of the shielding letter sent to clinically extremely vulnerable (CEV) children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.

We recognise it is likely that some pupils, parents and households may be reluctant or anxious about attending school after restrictions are eased. This may include pupils who:

- have themselves been shielding previously but have been advised they no longer need to shield
- live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)
- are concerned about the possible increased risks from coronavirus (COVID19) such as those who have certain conditions such as obesity and diabetes.

In these circumstances, school will discuss any concerns with parents and provide reassurance on the measures we are putting in place to reduce any risks. School will identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. Particular emphasis will be placed on:

- disadvantaged and vulnerable children
- pupils who were persistently absent prior to the pandemic
- pupils who have not engaged with school regularly during the pandemic.

In line with our attendance policy, our safeguarding/pastoral support team will make regular check-ins and provide links to external support services for those families who may need additional help to secure their child's regular attendance. All staff are sensitive to the need for additional pastoral intervention for identified individuals, and our SEMH intervention package supports this. The PSHE curriculum also reinforces strategies for building positive relationships and recognising how to look after physical, mental and emotional health. The National Tutoring Programme and catch-up funding targets individuals identified as needing additional academic support to reach ARE by the end of the year, reducing the barriers to education for vulnerable children.

We will also work closely with other professionals across the education and health systems, where appropriate, to support school attendance.

School will always notify a vulnerable pupil's social worker (if they have one) of non-attendance.

We will continue to make sure we are able to contact all families by having up-to-date emergency contact details, and additional contact details where possible.

➤ **Elective Home Education (ELE)**

During a period of school closure in response to the COVID-19 pandemic, AET academies will encourage parents to send their children to school, particularly those who are vulnerable. If a parent informs the school that they are opting for EHE, the school will follow the Local Authority's procedures.

We understand EHE does not automatically put children at greater risk of harm. However, the school will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. If school feels there is additional cause for concern, we will follow the procedures outlined in this policy and refer the case to the Designated Safeguarding Lead (DSL). The DSL will then consider making a referral to the Local Authority in line with existing procedures. This will happen as soon as we become aware of a parent's intention, or decision, to home educate.

➤ **Contact Plans**

Ash Grove Academy is committed to ensuring the safety and well-being of all its children, including those children who are not able to attend school as a result of shielding or self-isolating.

We have systems in place to keep in contact with all non-attending children, including the vulnerable. We have contact plans for children with a social worker and children who we have safeguarding concerns about:

- The pastoral safeguarding team (Amanda Thompson and Katy Ghorbanian) will make contact at least once a week.
- Contact will be made over the phone, through doorstep visits, or a combination of both
- Failure to make contact would lead to the pastoral safeguarding team contacting social care and the police
- All contact and actions will be logged using CPOMS

We have agreed these plans with children's social care, where relevant.

If we can't make contact, we will contact CHECs for advice and, if it is deemed necessary, ring the police.

Details of contact plans will be recorded in the pupil's safeguarding record, and a record of contact will be made.

Where a vulnerable child is required to self-isolate or shield the school has procedures in place to:

- check if a vulnerable pupil is able to access remote education support
- support them to access it (as far as possible)
- regularly check if they are accessing remote education

➤ **Additional measures for children attending during school closures**

Staff and volunteers are aware that any period of school closure in response to the COVID-19 pandemic potentially puts all children at greater risk. We are committed to ensuring the safety and wellbeing of children who attend school during a period of school closure, for example, vulnerable children and the children of key workers. We will continue to be a safe space for those children to attend and flourish. The Principal will ensure appropriate staff are on site and staff pupil ratios are appropriate to maximise safety.

We will refer to and follow the latest Government guidance for education: [guidance about COVID-19 in educational settings for staff, parents and carers, pupils and students on GOV.UK](#) and [Actions for schools during the coronavirus outbreak](#) implement the system of controls set out to maximise the use of effective control measures to effectively minimise risks of viral transmission of COVID-19. All elements of the system of controls are essential. All schools are expected to cover all key elements, but the way different schools implement some of the requirements will differ based on their individual circumstances. These differences are detailed in Ash Grove Academy's Covid-19 risk assessment and mitigation plan. AET academies will fulfil their legal requirement to revisit and update their risk assessment which is treated as a "living document", kept under review and especially having regard to changing circumstances. [AET academies must comply with health and safety law,

which requires them to assess risks and put in place proportionate control measures. AET academies will thoroughly review their health and safety risk assessments and plans that address the risks identified using the system of controls, some of which are essential measures as detailed in the section titled [Public health advice to minimise coronavirus \(COVID19\) risks](#). All staff are fully updated, via Staff Teams notifications, on the Academy's most up-to-date risk assessment and mitigation plan.

Where the school has concerns about the impact of staff absence – such as the DSL or first aiders – they will discuss it immediately with their trust hub leader.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in **section 8.0** of this policy.

The DSL will ensure every pupil has been given information on how they can talk to a trusted adult about any safeguarding concern they may have. Posters with relevant helpline numbers (eg ChildLine) have been put up around school. The Ash Grove Emotional Resilience, Wellbeing and Mental Health policy has been updated to reflect current practice in school, including the implementation of promoting positive mental health strategies through our PSHE curriculum.

We have a strong system of pastoral care and support for emotional wellbeing in school. This includes informal nurture sessions, focused interventions such as The Resilient Classroom or Cool Connections, and 1-1 interventions such as Next Steps and Just Drop-In counselling sessions. We also work alongside an NHS Mental Health Support Team to support children identified as having mild to moderate mental health and wellbeing issues

Parents have the opportunity to contact Judith Ceuppens (DSL/Acting Principal) or Sally Veale (Deputy DSL/Vice Principal) via telephone or email so they can report any concerns they have (see contact details at the start of this policy).

Ash Grove Academy will continue to regularly share safeguarding messages on its website via the Safeguarding and Wellbeing page, and alert parents to relevant information through the weekly newsletter and school Twitter page.

➤ **Children at home**

The school will maintain contact with children who are at home, either as a result of shielding or isolating in response to the COVID-19 pandemic. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home, or if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs such as:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

➤ **Online safety and security**

AET academies are required to provide remote education to pupils where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19).

This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell will have access to remote education as soon as reasonably practicable. The academy has in place a remote education plan that meets the requirements of [the temporary continuity direction](#). The trust and its academies have worked together to develop our digital strategy implementation plan. This plan places a high priority on safeguarding and keeping children safe online. The plan has due regards to the information provided in the statutory guidance Keeping children safe in education 2021, Government guidance [Safeguarding and remote education during coronavirus \(COVID-19\)](#) and information from other online safety organisations. The Aspire Educational Trust Guidance for Safety in Remote Online Video and Telephone Communication with Pupils and Parents gives detailed advice on safe practices for staff to adopt when interacting online with children.

When staff are educating and interacting with children online, they will continue to follow our existing AET Staff Code of Conduct and AET Technology acceptable use agreement.

AET academies will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Staff who interact with children online will look out for signs a child may be at risk of harm, including online. Any concerns that are reported or observed will be reported immediately to the DSL as per this Child Protection and Safeguarding Policy.

Through our regular communications with parents and carers and our website we will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know how to report any concerns they have back to school#
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote and face-to-face teaching and resources our school provides
- Know where else they can go for support to keep their children safe online, including the following DfE links

[UK Safer Internet Centre](#) - to report and remove harmful online content

[CEOP](#) - for advice on making a report about online abuse

[Childline](#) - for support

The Wellbeing and Safeguarding Support section of the school website will be kept up to date, including during school closures.

➤ **Peer on peer abuse**

Ash Grove Academy recognises that during a period of school closure a revised process may be required for managing any report of such abuse and supporting victims.

Where school receives a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSiE and of those outlined within this Child Protection and Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns will be shared with the DSL as per normal safeguarding reporting processes and actions recorded.

23.0 Trustee and Local Academy Committee Responsibilities

The Aspire Educational Trust and the Local Academy Committee should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. (KCSiE 2021)

The Aspire Educational Trust and Local Academy Committee fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance.

The Aspire Educational Trust and Local Academy Committee have agreed processes which allow them to monitor and ensure that the school:

- Has robust Safeguarding procedures in place
- Operates safe recruitment procedures and carries out appropriate checks on new staff and adults working on the school site
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site
- Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
- Takes steps to remedy any deficiencies or weaknesses regarding Safeguarding arrangements
- Is supported by the Local Academy Committee nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Principal; this is the Chair of Board of Trustees- Sue Bowen.
- Carries out an annual review of the Safeguarding policy and procedures
- Carries out an annual Safeguarding Audit (Section 175 audit) in consultation with the Governing Board, sharing this with the CESCOP on request.

Finally:

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

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

STAYING SAFE AT ASH GROVE ACADEMY



KEY CONTACTS IN OUR SCHOOL:

Designated Safeguarding Lead: Judith Ceuppens

Deputy DSL: Sally Veale, Katy Ghorbanian, Amanda Thompson

Chair of Local Academy Committee: Katie Siddall chair@ashgrove.cheshire.sch.uk

Trustee with responsibility for Safeguarding: Michelle Coppenhall
mcoppenhall@aet.cheshire.sch.uk

OUR LOCAL CONTACT NUMBERS ARE:

- Cheshire East Consultation Service
(CHECS): 0300 123 5012 (option 3)
- Local Authority Designated Officer (LADO): 01270 685904 / 01606 288931
- Prevent referrals: [Prevent Referral Process](#) 01606 362121
- Police: 999 (Emergency) / 101 (Non-emergency)
- Mental Health Helpline: 0300 303 3972
- Adult Safeguarding: 0300 123 5010

Appendix 2



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

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

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

Symptoms of Abuse

Physical

- Bruises, black eyes and broken bones.
- Unexplained or untreated injuries.
- Injuries to unusual body parts e.g. thighs, back, abdomen.
- Bruising that resembles hand/finger marks.
- Burns/scalds.
- Human bites/cigarette burns.
- Injuries that the child cannot explain or explains unconvincingly.
- Injuries in babies and non-mobile children.

Sexual

- Genital discomfort, pain, itching, bruising, injuries.
- Public/compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not appropriate for their age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Behaviours

- Marked change in general behaviour
- Low self-esteem
- Extremely passive/aggressive
- Withdrawn/withdrawal from family and friends
- Sleeping difficulties
- Eating disorder
- Lethargy/tiredness
- Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- Attendance difficulties
- Disclosure
- Self-harm

Neglect

- Child cold/ inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems, e.g. dental decay, headlice, etc
- Lethargy, tiredness or aggressive tendencies

Emotional

- Physical, mental and emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation/ low self esteem

Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?

Explain that to me

Describe that....

Reassure

- Stay calm, tell the child they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a brief, accurate, timely and factual record
 - Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
 - The DSL will assess the situation and decide on the next steps
- Things to include:**
- Time and full date of disclosure/incident and the time and full date the record was made
 - An accurate record of what was said or seen, using the child's words as appropriate
 - Whether it is 1st or 2nd hand information
 - Whether the child was seen/spoken to
 - Whether information is fact/ professional judgement
 - Full names and roles/status of anyone identified in the report
 - Sign the record with a legible signature.
 - Record actions agreed with/by the Designated Lead (SMART)
 - Avoid acronyms/jargon/abbreviations

Action for DSL: Review records regularly; add any new concerns, respond to these immediately and record evidence of actions taken and outcomes.

DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO

Appendix 5

Forms of Abuse

Contextual Safeguarding

Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including,

- sexual identity
- cognitive ability
- learning difficulties
- communication ability
- physical strength
- status
- access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children

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

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

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE).

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections
- display sexual behaviours beyond expected sexual development
- become pregnant

County lines.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing

Children Missing from Home or Care

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our school are aware of the [Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2020-2022](#).

The association of chief police officers has provided the following definition a missing person *is*: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

Cyberbullying

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Domestic abuse/violence

Ash Grove Academy believes that all our pupils have the right to be safe at school and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

As an Operation Encompass school, we are alert to the indicators of abuse, and we have a planned approach to supporting children in a proactive way. We do this by referral through to specialist support services including My CWA, Checs, Just Drop In and in house pastoral support for children and their families.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them. Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

- Have an ethos which puts children's wellbeing at the heart of all that we do
- Create a predictable school life with set routines
- Ensure that rules and expectations are clearly stated and understood by all
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that we follow through with any consequences or sanctions
- Support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*)
- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- Create opportunities for children to feel successful. We let the child know that they matter, taking an active interest in them
- Accept that they may not be willing or able to talk about it right away (if ever)
- Provide effective, non-verbal, systems for children to access support
- Provide reassurance that only people who need to know about the incident will know

- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

Children, Young People and Domestic Abuse

Emotional abuse

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- 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 from participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Honour Based Abuse including Breast ironing, FGM and Forced Marriage

Staff are aware of "Honour-based' Abuse (HBA) which encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and staff will handle and escalate as such; they are alert to the possibility of a child being at risk of HBA, or already having suffered HBA." *Keeping Children Safe in Education 2021*"

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

All staff complete Honour based Abuse training on line.

As a school we would never attempt to intervene directly; where this is suspected we would speak to ChECS before sharing our concerns with the family.

Breast ironing also known as Breast Flattening

Staff have been made aware of an act of abuse performed on girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

Female Genital Mutilation (FGM)

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

- Is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it.
- Is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Indications that FGM may be about to take place:

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

Indications that FGM has taken place:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/a noticeable change in behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear
- Prolonged absences/ persistent unexplained absence from school/college
- Seek to be excused from physical exercise without the support of their GP
- Child not allowed to attend extra-curricular activities
- Close supervision of child by family/carers

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

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

Forced Marriage

Staff are aware of Forced Marriage and that it 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.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

Indications that a Child is at risk of Forced Marriage:

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem
- Self-harming, self-cutting or anorexia
- Criminal activity e.g. shoplifting or taking drugs or alcohol
- Declining performance, aspirations or motivation
- Not allowed to attend any extra-curricular or after school activities
- Girls and young women may be accompanied to and from school/college
- Attending school but absenting themselves from lessons
- Stopping attendance at school/college
- A family history of older siblings leaving education early and marrying early

Actions our school takes in relation to take around Honour Based Abuse:

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools
- The Principal requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- We check in with the child/children to see if they know and corroborate the purpose of the visit.
- If a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

Modern Day Slavery including Trafficking

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation

Trafficked Children

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families and are aware that this may be if they:

- Show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Have a history with missing links and unexplained moves
- Are required to earn a minimum amount of money every day
- Work in various locations
- Have limited freedom of movement
- Appear to be missing for periods
- Are known to beg for money
- Are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Are one among a number of unrelated children found at one address
- Have not been registered with or attended a GP practice
- Are excessively afraid of being deported
- Look malnourished or unkempt
- Are withdrawn, anxious and unwilling to interact
- Are under the control and influence of others
- Live in cramped, dirty, overcrowded accommodation
- Have no access or control of their passport or identity documents
- Appear scared, avoid eye contact, and can be untrusting
- Show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child has no known links
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

Neglect

Staff are aware that 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
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, 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 caregivers); or ensure access to appropriate medical care or treatment
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal
- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

If we suspect neglect, we will use the [CESCP Neglect Screening Tool](#)

Online Safety

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

The school therefore seeks to provide information and awareness to staff, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

Cyber crime: Preventing young people from getting involved

Children are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber crimes, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Risks associated with Gaming

Online gaming is an activity that the majority of children and many adults get involved in.

The school raise awareness by:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- Talking to parents about setting boundaries and time limits when games are played
- Highlighting relevant resources
- Making our children aware of the dangers including of online grooming and how to keep themselves safe
- Making our children aware of how to report concerns

Peer on peer abuse

Children can abuse other children (often referred to as peer on peer abuse, peer relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We ensure that we apply the same thresholds.

In our school we are fully aware of the issues around for Peer on Peer abuse and all staff have received comprehensive training at the beginning of the academic year. We have specific preventative strategies plus support for children both for the “perpetrator” and “victim”. This includes staff vigilance relating to spotting the signs of peer on peer abuse including an assumption that it can happen in our setting. Our PSHE curriculum focuses on healthy relationships and we work hard to educate pupils on acceptable behaviour and what is not acceptable as outlined above. Pupils have display boards visible in school

signposting them to support services both in and out of school. Ash Grove Academy has a specialist pastoral team which focuses on the Voice of the Child. Pupils are clear about how to report concerns.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2021. [Sexual violence and sexual harassment between children guidance](#)

Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS) [Sharing nudes and semi-nudes: advice for education settings](#)

Physical abuse

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Prevent, Radicalisation and Extremism

“Ash Grove Academy adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2021) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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

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

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

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

In our school community we are aware of these specific issues, relevant to our school's profile. Ash Grove Academy serves a predominantly white community. Specifically we have encountered isolated incidents of extremist views from a minority of parents. In the past we have organised parent workshops to educate and inform on cultures and faiths. For example, we ran a series of Islamic workshops for parents led by Imran Kotwal (Muslim Leader Services); these were well received by our community. We actively promote the British Values agenda within our PSHE curriculum. In addition, Ash Grove Academy runs a multi-cultural and faith week to raise awareness through the curriculum. All pupils and staff are fully aware that extremist views relating to all issues outlined above will not be tolerated and will be challenged.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced through One Minute Guides and frequent revisiting of training resources and scenarios.

Ash Grove Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore concerns need to be recorded and discussed with the DSL, with

timely, appropriate action then being taken.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

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

Cheshire East Consultation Service (ChECS): **0300 123 5012 (Option 3)**

and complete a [Prevent referral](#) on the stopadultabuse.org.uk website.

Where necessary individuals may be discussed at Channel:

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2020

In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They contact us afterwards to give us an update. Schools may be invited to attend the meeting.

Serious violence

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Sharing Nudes and Semi-nudes

This form of abuse also includes underwear shots, sexual poses and explicit text messaging.

While sharing nudes can take place in a consensual relationship between two children under the age of 18, the use of explicit images in revenge following a relationship breakdown is becoming more commonplace. Sharing nudes can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sharing nudes and semi-nudes is an issue that requires awareness raising across all ages.

The school use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school for advice.

Sexual abuse

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening
- 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
- It may also include 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
- It can take place online, and technology can be used to facilitate offline abuse
- It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

The sexual abuse of children by other children is a specific safeguarding issue in education see peer on peer abuse.