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| **Child Protection & Safeguarding Policy** **School**  |

**Policy application: - Education and Life Skills – School**

**Job title of the author: - Becci Peart, Designated Safeguarding Lead**

**Responsibilities for implementation: - Director of Education**

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| **Approved by the David Lewis Senior Management Team:** |  |
| **Reviewed:** |  |
| **Next Policy Review Date:** | September 2023  |
| **Department issuing the document:** | Social Work  |

**Key Personnel**

Named personnel with designated responsibilities for Child Protection and Safeguarding:

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| **Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** | **School Safeguarding Governor** |
| Becci Peart  | Zoe Ridal Joanne Hall Kate Tierney Greg Shelley | Vicky Halliwell |

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| **Designated Safeguarding Lead contact details:**  |
| becci.peart@davidlewis.org.uk Tel: 01565 640180  |

Named personnel with designated responsibilities regarding allegations against staff or those working in a school:

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| --- | --- | --- |
| **Designated Safeguarding Lead** | **Designated Senior Manager** | **Chair of Governors** |
| Becci Peart  | Angie Fisher  | Vicky Halliwell |

**Additional Responsibilities**

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| **Mental Health Lead** | **Student Support Lead**  |
| Joanne Hall  | Hannah Phillips  |

**Introduction**

The David Lewis School recognises the important role that our schools and its staff have in the wider safeguarding system for children and young people. ALL staff have a responsibility to provide a safe environment in which children and young people can learn. David Lewis fully adopts statutory guidance “Keeping Children Safe in Education” (September 2022).

David Lewis School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our school is a safe place for children and young people, where our responsibilities for safeguarding all is taken seriously. As a charity and education provider, we are responsible for ensuring that our school has thorough and robust child protection and safeguarding policies and procedures in place.

David Lewis recognises the responsibility they have under Section 175 of the Education and

Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of

children. This policy demonstrates the schools commitment and compliance with safeguarding legislation.

This policy should be read in conjunction with the following guidance:

* Working Together to Safeguarding Children 2018
* Keeping children safe in education 2022
* Care Act 2014
* Mental Capacity Act 2015
* Prevent duty guidance
* Behaviour in schools: advice for head teachers and staff DFE 2022
* Safer Working Practice Guidance for those working with children and young people in education settings May 2022
* Local Authority Safeguarding Children’s Partnership for procedures

And the following David Lewis policies:

* Staff behvaiour policy
* Attendance Policy
* Mental Capacity Act Policy
* PHSE/SRE Policy
* Visitors to School Policy
* Prevention of Radicalisation & extremism Policy
* Missing Child Policy
* Out of school Activities Policy
* E Safety Policy
* Anti-Bullying Policy

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

No single practitioner can have a full picture of a child’s needs and circumstances. If the child, young person or their 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 the relevant services in Cheshire East. We recognise that we form part of the wider safeguarding system for our pupils. 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 pupils, 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 pupil is at risk of harm

• Pupils and staff involved in Safeguarding issues receive appropriate support

• Staff adhere to the David Lewis 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 referral, assessments, and

interventions 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 a pupil’s poor behaviour may be a sign they are suffering harm

or that they have been traumatised by abuse.

• Staff have received advice, support and training with regards to Positive Behvaiour Support and Trauma related Care

This policy is available on the David Lewis 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 termly school newsletter.

The policy is provided to all staff alongside our Staff Code of Conduct. All staff at the school receive a safeguarding induction training session and minimum of an annual refresher to ensure that knowledge and awareness of how to safeguard pupils is always a priority. In addition, all staff are provided with at least Part one of Keeping Children Safe in Education 2022 and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and

Implementing it in their practice.

Staff in David Lewis School 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.

**Aims**

To provide staff with the framework to promote and safeguard the wellbeing of children

And young people, in doing so ensure they meet their statutory responsibilities:-

• To ensure consistent good practice across the school

• To demonstrate our commitment to protecting children and young people

• To raise the awareness, of all staff, of the need to safeguard all pupils 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 and safeguarding

• 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 and college community are aware of our procedures for ensuring staff suitability to work with children and young people

• To ensure that staff understand their responsibility to support all pupils who have suffered

abuse in accordance with their agreed plan e.g. Child in Need/Child Protection Plan

**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 David Lewis.

**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. Harm can include ill treatment that

is not physical as well as the impact of witnessing ill treatment of others. This can be

particularly relevant, for example, in relation to the impact on children of all forms of

domestic abuse. 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/education setting in either a

paid or voluntary capacity, full time or part time. This also includes parents and Governors.

**Child**: refers to all children who have not yet reached the age of 18. On the whole, this will

apply to pupils from our own school; however, the policy will extend to children visiting from

other establishments

**Young People**: refers to all pupils 18+, on the whole, this will apply to all pupils who access the David Lewis college and those in Year 13.

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

stepparents, foster parents, and adoptive parents.

**Prevention**

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

* Providing education to all pupils on how to develop realistic attitudes to their responsibilities in later life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
* Pupils are supported where possible to recognise and manage 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 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 pupils with the skills needed to stay safe, including providing opportunities for Personal, Social and Health 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 pupils 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 Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard our pupils
* Emerging themes are proactively addressed and fed back to the local authority and LA
* Children’s partnership board to ensure a coherent approach so that multi-agency

awareness and strategies are developed

* We comply with ‘Working Together to Safeguard Children’ 2018 and support the LA

Safeguarding Children’s Partnership

* We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary
* All staff are aware of the pupils 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

* All staff are aware that the pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, they may feel embarrassed, humiliated, or being threatened; this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a pupil.
* Staff determine how best to build trusted relationships with all our pupils which facilitate communication whilst ensuring safer working practices.
* The voice of the individual is paramount; therefore, our pupils are actively involved in
* Safeguarding development. There is an established student council who meet termly where they discuss safety and welfare issue within the school.
* We consult with, listen and respond to pupils; our school’s arrangements for this are school councils, student questionnaires and focus groups
* We use research evidence to inform our prevention work
* We have robust policies and procedures in place
* We follow safer recruitment guidelines and all staff have an enhanced DBS

**Early Help**

All staff understand the ‘Continuum of Need’ and Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child’s

development needs, parenting capacity and family & environmental factors. We ensure that

the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child’s point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem. Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school and college staff are aware that they must be prepared to identify pupils who may benefit from early help.

The staff are alert to the potential need for early help with all our pupils due their diagnosis and additional needs. All staff are also aware of further contributing factors which may make them more vulnerable such as:

• 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/young person, 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 or has left home into 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/college day

If there are concerns about a pupil’s welfare that do not meet the thresholds of child or adult 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 can reduce the risk of subsequent abuse.

David Lewis 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. Support is via our senior management team and safeguarding team.

If a member of staff has concerns about a pupil, 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/contact the police/adult social services. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by LA 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 pupils 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. All pupils in our school and college 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. This is via the school newsletter, letters home, the school website and specific staff

training.

**Early Help, Child in Need and Child Protection**

At David Lewis school we ensure that we follow Local Authority multi agency practice 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. The Head teacher and the DSL are aware of the LA Escalation Procedure.

**Children requiring mental health support**

David Lewis 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 ensure that all staff are aware of our Mental Health Lead and our behaviour support practitioner so we can support the child and their parents/carers to access the support they may need.

**Cared for children (Looked after children)**

Some of the children at David Lewis School are cared for children. All staff have the skills, knowledge and understanding necessary to keep Cared for Children safe. The designated safeguarding lead, head teacher and deputies are aware of all children on the vulnerable children’s list.

**Children with special needs and disabilities**

All children at David Lewis have an EHCP and all staff have the knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with 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 disproportionally 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 all the children.

**Concerns about a child- recording and reporting**

Our recording procedures are in line with those outlined in KCSIE 2022.

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 via schoolpod.

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 the school or college it will not be

 downplayed and will be treated 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 or **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 parents will be spoken to, to 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 is a possibility/is suspected

• 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 social care and/or the police immediately. Where a child

lives in a different authority to the school 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 schoolpod. 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 Designated Safeguarding Lead and Head teacher. 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).

**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 David Lewis we follow Local Authority 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. It may also indicate mental health concerns. We ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy.

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

Children may have or 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 Lead and deputies are aware when 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.

**Safer 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 ‘Code of conduct’, ‘Professional behaviours’ and ‘Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2022’.

**Personal mobiles and electronic devices:**

If staff have personal phones or devices these are stored securely during the teaching day.

All 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. It is against policy for staff to use personal devices to access the internet or make use of the camera app.

**School devices:**

School devices remain the property of David Lewis. Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

**Cameras, photography and images:**

David Lewis School will obtain students verbal consent and parents’ and carers’ written consent for photographs to be taken or published (for example, on our website or in newspapers or publications). All parties are made aware consent can be withdrawn at any point. Staff will ensure that David Lewis cameras or recording devices (tablets, cameras etc.) are used when capturing evidence of work undertaken.

**Online safety:**

On school equipment we ensure that appropriate filters and appropriate monitoring systems

are in place.

**Working off school premises:**

Where staff take school computer/digital equipment / or records in paper form off the school

site they do so with the view that they abide by the staff electronic information security policy and Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transportation as per David Lewis guidance.

**Safer Recruitment**

The school pays full regard to DfE guidance ‘Keeping Children Safe in Education’ 2022 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, in which everyone who interviews has completed the safer recruitment NSPCC course, 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. 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

• 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

**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 Child Protection Training, GDPR and Prevent training.

All staff have to complete the training before they commence employment with the school. This training is refreshed every year; 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, 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 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 by the Local Authority. The school acknowledges serious case review findings

and shares lessons learned with all staff to ensure no child falls through the gaps.

**The use of ‘reasonable force’ and seclusion**

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 restraining a child to keep them and others safe. ‘Reasonable’ in these circumstances means ‘minimum amount of force for a minimum amount of time’.

There may be occasions where a child is secluded or segregated from their peers. Seclusion is where a student is isolated from others.

We have a key emphasis on de-escalation and only use physical intervention to prevent a child or others being harmed. If laying hands on a child is deemed necessary 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.

• behaviour support plan is agreed and strategies approved recorded so that it is clear what will happen should a similar situation arise in the future

• any incident involving the restraint or seclusion of a child is always reported to the behvaiour support practitioner and the Head teacher the same day.

**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 David Lewis 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 and/or

• possibly committed a criminal offence against or related to a child, and/or

• behaved towards a child or children in a way that indicates he or she may pose a risk of

harm to children, and/or

• behaved or may have behaved in a way that indicates they may not be suitable to work

with children.

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 Designated Safeguarding Lead and Head teacher without delay or, where that is a concern about the Head teacher, to the Chair of Governors and the LADO. Staff are aware that this must be done on the same working day.

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

We make all staff aware of their duty to raise concerns. Where a staff member feels unable

to raise an issue or feels that their genuine concerns are not being addressed, other

whistleblowing channels may be open to them. They have been made aware of those other

channels of support via Safeguarding training and the David Lewis Whistleblowing policy. David Lewis school promote an open and transparent culture in which all concerns about adults working in or on behalf of the charity are dealt with promptly and appropriately. This

includes allegations which do not meet the harms threshold, also known as low level

concerns. David Lewis low level concerns guidance forms part of the Staff Code of Conduct.

**Low level concerns**

We understand that the term ‘low-level’ concern does not mean that it is insignificant. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of

work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

• being over friendly with children

• taking photographs of children on their mobile phone, contrary to school policy

• engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or

• humiliating pupils.

Low level concerns will be reported in the same way as allegations. Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the Head teacher will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met. The Head will consider if there are any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

**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 enrol 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. 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 Local Authority also.

**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, 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.

**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 this includes the importance of understanding intra-familial harms and

support for siblings where there is interfamilial harm.

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 provided by the local authority. 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

• Child abduction/community safety issues

• Children and the Court System

• Children with family member in prison

• Homelessness

• 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

• Child-on-child relationship abuse/Teenage Relationship Abuse

• Child on child 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. 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

Governor Responsibilities

Governing bodies and proprietors should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection is 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 2022)

At David Lewis school we ensure that the Governing bodies and proprietors ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. KCSiE 2022 should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and

procedures in place in school are effective and support the delivery of a robust

whole school approach to safeguarding.

The Governing Board fully recognises its responsibilities with regard to Safeguarding and

promoting the welfare of children in accordance with Government guidance.

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

the school:

• Has robust Safeguarding procedures in place

• Operates safe recruitment procedures and 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 Governing Board nominating a member responsible for liaising with

the LA and/or partner agencies in the event of allegations of abuse against the

Head teacher; this is the Chair

• Carries out an annual review of the Safeguarding policy and procedures

• Carries out an annual Local Authority Safeguarding Audit and shares this with the

Governing Board.

**Appendix 1**

**STAYING SAFE AT David Lewis School**



**Key contacts in our school:**

|  |  |
| --- | --- |
| **Designated Safeguarding Lead**  | Becci Peart  |
| **Deputy Safeguarding Leads**  | Zoe Ridal, Kate Tierney, Joanne Hall  |
| **Chair of Governors**  | Vicky Halliwell |
| **Mental Health Lead**  | Joanne Hall  |

**Our Local Contact Numbers are:**

|  |  |
| --- | --- |
| **Cheshire East Consultation Service (CHECS)** | 0300 123 5012 (Option 3)  |
| **Emergency Out Team (Out of hours)**  | 0300 123 5022 |
| **Safeguarding of Children out of area**  | Cheshire West: 01244 977277Out of hours: 01244 977277Manchester: 0161 234 5001 Out of hours: 0161 234 5001 Staffordshire: 0300 111 8007 Out of hours: 0345 604 2886 Stockport: 0161 217 6028 Out of hours: 0161 718 2118  |
| **Local Authority Designated Officer (LADO)** | 01270 68590401606 288931 |
| **Prevent Referrals:**  | <http://www.stopadultabuse.org.uk/professionals/preventchannel-referral-process.aspx>  |
| **Police**  | 999 Emergency 101 Non-Emergency  |
| **Mental Health Helpline**  | 0300 303 3972  |
| **Adult Safeguarding**  | 0300 123 5010  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Appendix 2

|  |  |
| --- | --- |
| **UNIVERSAL** Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, settings) * **RESPONSE**: - Continue meeting child or young person’s needs as a universal service in a safe environment.
* Universal services will remain at all levels of need.

  | **TARGETED** Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.  **RESPONSE:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.  |
| **COMPLEX** Children and young people who have a range of additional needs affecting different areas of their life. * **RESPONSE:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.
* Identify a lead professional to co-ordinate support and be primary link with the family.
* Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress.
 | **SPECIALIST** Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children’s Social Care, or Youth Offending Service. * Children’s Social Care lead multi-agency planning and support through a Child-inNeed Plan, Child Protection Procedures, or accommodation by Children’s Social Care.
* Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.
 |

 If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS)  * **Tel: 0300 123 5012 (Select option 3)**
* **Tel: 0300 123 5022 (Emergency Duty Team for out of hours)**
 |

**Appendix 3**



**Appendix 4**

**Receiving Disclosures**

|  |
| --- |
| **Receive** * Listen, try not to look shocked or be judgmental
* Believe what they say ‘take it seriously’.
* Accept what the young person says.
* 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
* Use the young person’s own words
* Don’t criticise the perpetrator
* Don’t ask leading questions – use ‘open’ questions to clarify only (T.E.D)

**T**ell Me what you mean by that? **E**xplain that to me **D**escribe that …… |
| **Reassure** * Stay calm, tell the young person 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 Designated Safeguarding Lead 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
* 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
* Avoid acronyms/jargon/abbreviations
* Sign the record with a legible signature.
* Record actions agreed with/by the Designated Lead (SMART)

***Records should be reviewed regularly and any new concerns should be added and responded to immediately.*****DO NOT PHOTOGRAPH INJURIES OR MARKS ON CHILDREN EVEN IF REQUESTED TO DO SO** |

**Appendix 5: Forms of 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.

**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

Staff are also aware that it: • 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 We are also mindful of the effects of adolescent neglect as this is as damaging as other forms of maltreatment - increasing the risk of arrest, offending and violent crime in late adolescence, and the risk of arrest and drug use in early adulthood.

If we suspect neglect, we will use the LA neglect screening tool kit.

**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.

**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 and is known as child-on-child.

**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.

**Child on child abuse**

Children can abuse other children and this is often referred to as child on child 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 • abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’ • 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-nude images and or videos (also

known as sexting or youth produced sexual imagery) • ‘Up skirting’ 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 child on child 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.

David Lewis school create a culture in which sexual harassment of all kinds is treated as

unacceptable. All situations would be dealt with in line with the school’s behaviour, antibullying and safeguarding policy. Safeguarding support plans would be put in place for all students involved.

Where sexual violence or sexual harassment between children is alleged then the school

follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2022.

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 <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

**Domestic abuse/violence**

David Lewis school 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 support from our DSL and leadership teams within school. The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We understand that the term domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. 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. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. 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 with the use of aids accordingly. Where appropriate 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. • provide opportunities to teach about and discuss healthy and unhealthy relationships

**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 nonpenetrative 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

**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.

**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.

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

David Lewis school 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, David Lewis will either support the parent to contact the police to inform them, or we will take the relevant action.

**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 nonconsensual 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

**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.

**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

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.

**Prevent, Radicalisation and Extremism**

David Lewis school 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.

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. All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by regular safeguarding updates and annual safeguarding training.

David Lewis 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: Social Care 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.

**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.

As a school we would never attempt to intervene directly; where this is suspected we would

speak to social care before sharing our concerns with the family.

Teachers at David Lewis 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”.

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.

**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 harboured 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.