



Safeguarding Policy

“Schools have a duty to ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of the children who are its learners.”

Education Act 2002 Section 175

“Schools, colleges and other educational providers have a pivotal role to play in safeguarding children and promoting their welfare.”

Working Together to Safeguard Children 2019

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Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of a young person is defined as:

- protecting a young person from maltreatment
- preventing impairment of a young person's and learners' health or development
- ensuring they are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all young people to have the best outcomes

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific young person who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of young person. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of young person so that the need for action to protect young person from harm is reduced.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with young people;
- Raising awareness of safeguarding young people and child protection
- Equipping young person with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting young people who have been abused in accordance with his/her child protection plan;
- Establishing a safe environment in which young people can learn and develop.

School Commitment

The school is committed to creating and maintaining a safe learning environment for young people, identifying where there are welfare concerns and taking action to address them, in partnership with families and other agencies. This policy reflects the policies of Cheshire West Safeguarding Children Board

<https://www.cheshirewestscp.co.uk/> and is in line with "Working Together to Safeguard Children" (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and

[Keeping Children Safe in Education \(2022\)](#)

We also work together with CWP and follow their policies and procedures as set out in their CWP Safeguarding Children Policy

<http://www.cwp.nhs.uk/resources/policies/cp40-safeguarding-children-policy/>

The school will also contribute through the curriculum by developing young people's understanding and awareness and by promoting their resilience through providing a safe environment within school. To create this safe environment the school has certain statutory duties and responsibilities set out within:

- [The Education Act, 2002, HM Guidance](#);
- [Keeping Children Safe in Education \(2022\)](#)
- [Working Together to Safeguard Children, 2018](#)
- [Sexual Violence and Sexual Harassment between children in schools and colleges 2021](#)
(now contained within Keeping Children Safe in Education as statutory guidance)
- [The Statutory Framework for the Early Years Foundation Stage](#)

These duties are listed below:

To provide a safe environment the Management committee, Head teacher and Deputy Head teacher of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Person and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Person and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard young people;
- Establish and maintain an environment where young people feel secure, are encouraged to talk without coercion and are listened to;
- Ensure young people know that if they are worried, they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with young people are aware of the role of Cheshire West Safeguarding Young person's Board
- Include opportunities in the Personal, Social and Health Education (PSHE) & Relationship and Sex Education (RSE) curriculum for a young person to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk

(including E-safety) as is appropriate to their age, stage of development and level of understanding;

- Take all reasonable measures to ensure risks of harm to young person's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a young person, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers
- HM Government Guidance Keeping Children Safe in Education, 2022, Part 4: Allegations of abuse made against teachers and other staff (also set out within the Local Interagency Procedures)
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their transition back into the community;
- Work with all agencies with regard to a missing young person, anti-social behaviour/gang activity, child sexual exploitation, child criminal exploitation, radicalisation and extremism, and violence/knife crime in the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual and criminal exploitation, radicalisation and extremism, contextual safeguarding and violence/knife crime in the community.
- Tackle child on child abuse and sexual violence and sexual harassment through RSE/PSHE sessions, ensuring all pupils are aware of the school's zero tolerance position and how this will be managed through the school's behaviour and SVSH policy. (see also SVSH and behaviour policy). Additionally, all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Ensure all staff are aware of contextual safeguarding (extra-familial harm) and the risks of abuse posed to children outside of the family context.

Responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard young people inside and outside the school environment.
- Involving parents/ carers and providing advice/guidance regarding safeguarding;
- listening to the young person;
- Recognising signs of concern, especially with a young person who may be vulnerable;
- Documenting and collating information on our CPOMs system for an individual young person to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a young person's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated Safeguarding and Deputy persons for Safeguarding are in school.
- Providing PSHE/SRE including raising awareness with a young person in what are and are not acceptable behaviours.

PSHE input will provide opportunities for young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;
- Judging 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
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur.

Our school's arrangements for consulting with and listening to young people are community meetings (school council) and through access to an independent advocate. (VOICE)

We make learners aware of these arrangements by placing information on student notice board and through tutorials.

The roles and responsibilities of the Designated Safeguarding Person and the Deputy Designated Safeguarding Person

An appropriate member of the school's leadership team has been assigned to the role of Designated Safeguarding Person. They have received appropriate training and are supported in their role:

Designated Safeguarding Lead: Sian Thomas (Headteacher)

Designated Safeguarding Lead Ancora House School, Countess of Chester: Amanda Lacey (Deputy Headteacher)

Designated Safeguarding Lead Ancora House School, Castle Park: Carli Willis (Deputy Headteacher)

A Deputy Designate has been appointed and will provide additional support to ensure the responsibilities for safeguarding young person are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Person in dealing with referrals, attending case conferences and supporting the child/young person. They have received appropriate training and are supported in their role:

Deputy Designates:

Claire Barker and Lucy Newell

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding young people. The Designated Safeguarding Person will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.

The Designated Safeguarding Person (DSP) and the Deputy Designated Safeguarding Person (DDSP) are responsible for the following:

Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- The Designated Safeguarding Person is responsible for dealing with allegations made against members of staff as in our school the Headteacher is the DSP. It is the responsibility of the Head Teacher to inform the **Local Authority Designated Officer (LADO)**.
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Cheshire and Wirral Partnership Trust (CWP) Safeguarding Lead Person to inform her of any issues and ongoing investigations. The Designated Safeguarding Person will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring a young person known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and actively supports multi agency planning for that young person.
- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;

- Liaising with the Head Teacher/Principal (where the Designated Safeguarding Lead role is not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm is in place and that the school contributes to assessments of need and actively supports multi-agency planning for those children;
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

Following any information raising concern, the Designated Safeguarding Person will consider:

- any urgent medical needs of the young person
- the immediate safety and wellbeing of the young person
- discussing the matter with the Nurse In Charge (NIC) and CWP DSP and other agencies currently known to be involved with the young person and family
- the young person's wishes and feelings.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Integrated Access Referral Team (I-ART) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented on care notes and or CPOMS following discussion with the clinical/CAMHS team and other agencies currently known to be involved.

The Designated Safeguarding Person is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Head Teacher who will inform the Local Authority Designated Officer (DO).

Low level concerns reported to the Head teacher should be shared with the safeguarding lead if the concern is deemed not to meet LADO threshold of harm. The DSL should then keep a record of these concerns in order to be able to identify a pattern of behaviour – these concerns should not be contained in the employee’s file. (see separate managing allegations against adults policy)

Action following a child protection referral

The Designated Safeguarding Person or other appropriate member of staff will:

- make regular contact with the allocated social worker or team manager in the event of absence
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- endeavour to share all reports with parents prior to meetings
- where in disagreement with a decision made by Children’s Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process <http://cheshirewestlscb.org.uk/policy-and-practice/escalation-and-resolution-policy/>
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform i-ART (0300 123 7047).

Raising Awareness

- Working with the Management Committee to ensure that the School’s Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict and mistrust, parents/carers are aware that referrals may be made and of the role of the School;

- Ensuring that when a young person leaves the school, their Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school;
- Making sure that the Safeguarding/Child Protection File is transferred separately from the main pupil file within 5 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school, sent electronically via CPOMs or delivered directly by hand and a signature received, unless the child is leaving year 11 and not going to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Service at the young person's home Local Authority so that their name can be included on the database for missing learners and appropriate action taken to ascertain the safety of the child;
- Cascading safeguarding advice and guidance issued by Cheshire West Safeguarding Young person's Board.

Training

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead need to attend the multi-agency 1-day "Working Together" Level 3 course in Safeguarding provided by Cheshire West's Safeguarding Children Partnership and then the half day Child protection and SMART planning workshop. This training then needs to be updated by attending a **half day** refresher course, every **2 years**, unless the Designated or Deputy Designated Safeguarding Lead feels they require a repeat of the full 1-day course. This will enable more time to attend additional courses in areas such as Child Exploitation, Neglect and Domestic Abuse.

The Level 3 training will enable the Designated or Deputy Designated Safeguarding Person to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral by using the Continuum of Need thresholds;
- Have a working knowledge of how to support the Team Around the Family, how Cheshire West LSCB operates, how a child protection case conference is conducted, and be able to attend and contribute effectively to all planning meetings when required to do so;
Be able to keep detailed, accurate and secure written records of referrals/concerns on care notes and or CPOMS.

In addition, all staff members should receive regular safeguarding and child protection updates including online safety (for example: via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated and Deputy Designated Safeguarding Persons will ensure all staff and all members of the governing body have undertaken appropriate safeguarding training.

All staff and governors will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement, which will be refreshed every year, to enable them to understand and fulfil their safeguarding responsibilities effectively:

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive:

- a copy of a safeguarding summary document prior to starting work
- induction training to ensure that staff have an overview of the organisation, understand its purpose, values, services and structure
- safeguarding training to be able to recognise/identify signs of abuse which may include: online safety (for example: via email, e-bulletins, staff meetings), significant changes in young person's behaviour; deterioration in young person's general well-being; unexplained bruising, marks or signs of possible abuse or neglect; young person's comments which give cause for concern; any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the young person. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (eg phone numbers, email, social networking) or images.
- know that they must report any concerns immediately they arise and to whom
- understand confidentiality issues.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Management committee are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a young person;
- Sufficient resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Persons and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the Team Around the Family, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of young person;

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to young person, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- They personally, along with other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (LADO) if appropriate

Roles and Responsibilities of the Management committee

The Management committee is collectively responsible for the school's safeguarding arrangements and ensuring that all staff are aware of their safeguarding responsibilities. The Designated Safeguarding Governor will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all governors will undertake the Basic Awareness Safeguarding training with their school.

Allegations of abuse made against the Head Teacher are reported to the Chair of Governors, and referred to the Local Authority Designated Officer (LADO).

The Management committee will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Head Teacher and any subsequent staff disciplinary hearings.
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Head Teacher/Designated Safeguarding Person, and to provide information and reports to the Management committee. The Designated Safeguarding Governor should be supported by the Chair of Management Committee;
- All staff who work with young people, will undertake a full and endorsed Basic Awareness Safeguarding training every year and have access to a refresher session and additional training as required.
- The Designated and Deputy Designated Safeguarding Persons attend at least a minimum of Level 3 multi-agency course every three years

- Temporary staff, volunteers and other regular visitors to the school who work with young person are made aware of the school's arrangements for safeguarding and their responsibilities.

Identifying Concerns

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a young person may be suffering significant harm. The relationships between staff, young people, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions:

A child: As in the Children's Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled young person 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health;

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a young person by inflicting harm or failing to act to prevent harm. The young person may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or young person.

Physical Abuse may involve the hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness (physical or mental illness) in a young person.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the young person is aware of what is happening. These activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may include non-contact activities, such as involving young person looking at or in the production of, sexual images, watching sexual activities, or encouraging a young person to behave in sexually inappropriate ways or grooming a young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young person.

Emotional Abuse is the persistent emotional ill treatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve:

- conveying to young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the young person 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 young person.
- These may include interactions that are beyond the young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyber- bullying) causing young person frequently to feel frightened or in danger, or the exploitation or corruption of young person.
- Neglect is the persistent failure to meet a young person's basic physical and or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
- Once a young person is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing or shelter including exclusion from home or abandonment,
- protect a young person from physical and emotional harm or danger,
- ensure adequate supervision including the use of inadequate care-takers
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a young person's basic
- emotional needs.

<http://www.workingtogetheronline.co.uk>

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

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

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

Domestic abuse

The behaviour of a person (“A”) towards another person (“B”) is “domestic abuse” if—

- A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive.

The behaviour is “abusive” if it consists of any of the following—

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (see subsection (4));
- (e) psychological, emotional or other abuse;

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

“Economic abuse” means any behaviour that has a substantial adverse effect on B’s ability to—

- (a) acquire, use or maintain money or other property, or
- (b) obtain goods or services.

For the purposes of the domestic abuse Act 2021 A’s behaviour may be behaviour “towards” B despite the fact that it consists of conduct directed at another person (for example, B’s child).

The Domestic abuse Act 2021 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. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. 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).

SAFEGUARDING YOUNG PEOPLE WHO ARE VULNERABLE TO EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard young person, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable young person and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Ancora House School values freedom of speech and the expression of beliefs /ideology as fundamental rights underpinning our society's values. Both young people and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make young person and young people vulnerable to future manipulation and exploitation. Ancora House School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix.

Ancora House School seeks to protect every young person against the messages of all violent extremism 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.

The school Management Committee Members, the Headteacher and the Designated Safeguarding Person will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's SEND policy, the use of school premises by external agencies, integration of young people by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding young person board.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting

individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Person. The SPOC for Ancora House School is Carli Willis. The responsibilities of the SPOC are described in Appendix ?.

When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Person if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Safeguarding pupils/students who are vulnerable to exploitation, forced marriage, honour based violence, female genital mutilation, sharing of nudes or semi-nude images/videos, sexual violence and sexual harassment or trafficking and modern slavery.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child criminal exploitation. As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Some of the following signs may be indicators of criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

County Lines is a form of criminal exploitation whereby gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

HBA/Forced Marriage or FGM - So-called 'honour-based' abuse (HBA) 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

should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf.

If any member of staff has a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

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

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

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual

evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

<https://www.gov.uk/government/publications/fact-sheet-on-mandatory-reporting-of-female-genital-mutilation>

Forced marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information.

Contact: 020 7008 0151 or email: fmufco.gov.uk.

Sharing of nudes or semi-nude images/videos Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people⁵ are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis current advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues current advice addresses.

'Youth produced sexual imagery' best describes the practice because:

'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.

‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.

‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a child under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a child under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

For the best way to respond to these issues, staff should read the following advice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4.pdf

Sexual violence and sexual harassment between children and young people – (see separate SVSH policy)

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important, is not to pass off any sexual violence or sexual harassment as ‘banter’, ‘part of growing up’ or ‘having a laugh’.

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this policy, we use the term ‘victim’. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, we should be conscious of this when managing any incident and be prepared to use any term with which the individual child/young person is most comfortable. For the purpose of this advice we use the term ‘alleged perpetrator’ and where appropriate ‘perpetrator’.

Sexual violence and sexual harassment can occur between two children or young people of any age and sex. It can also occur through a group of children or young people sexually assaulting or sexually harassing a single child/ young person or group of children/young people.

Children or young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a

continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school staff are supported and protected as appropriate.

With regard to Sexual violence and sexual harassment; as a school we are clear that:

- sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- we will not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- We will challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them;
- understanding that all of the above can be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school approach (especially preventative education) is important.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO

Children or young people who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child or young person who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

As a school we are also aware that staff can be victims of sexual violence and sexual harassment.

Sexual violence

It is important that we are aware of sexual violence and the fact children/young people can, and sometimes do, abuse their peers and other children in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape

Sexual harassment

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment

is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. '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 sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can actually lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process within the school. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

For the best way to respond to these issues, staff should read the following advice: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Harmful sexual behaviour

Children and young people's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this policy.

Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

(See NSPCC: Harmful sexual behaviour for more information on what is harmful sexual behaviour.)

Detailed advice on harmful sexual behaviour is available from the specialist sexual violence sector: contact **Rape Crisis or the Survivors Trust** for details of the nearest centre. **NICE guidance** for advice on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

Harmful sexual behaviour can, in some cases, progress on a continuum.

Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

As a specialist school we are aware that children/young people displaying harmful sexual behaviour have often experienced their own abuse and trauma.

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Child trafficking and modern slavery

Child trafficking and modern slavery are forms of child abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic servitude such as: cleaning, childcare, cooking, forced labour in factories or agriculture and criminal activity such as: pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of the child, family or community. They may threaten families, but this isn't always the case, they may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the 'service' a trafficker is providing e.g. sorting out travel documentation or transport. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking – a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

Our safeguarding policy, through the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

Safeguarding pupils/students who are victims of Child on Child abuse

There is no clear definition of what child on child abuse entails. However, it can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;

- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Child on child abuse can refer to any of the above individually or as a combination, therefore professionals working with children and young people who are experiencing abuse from their peers and other children must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner. It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend.

Key Areas Where Child on Child Abuse Occurs

Bullying (including Cyberbullying)

Bullying is defined as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally”. Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally. A child that is being bullied can feel like there’s no escape because it can happen wherever they are, at any time of day or night.

There are many different forms of bullying:

- **‘Cyberbullying’:** involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying:** includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and at times fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

Child Sexual Exploitation (CSE)

Many of the warning signs and indicators of CSE tend to refer to adult perpetrators, e.g. associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults. As per the revised definition of CSE it “occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity”. The key element of CSE is the imbalance of power and control within the exploitative relationship. Many children and young people are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. Children and young people are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies, often the nature of child on child exploitation encompasses a sense of peer pressure and wanting to fit in. In child on child exploitation, schools and youth clubs are also locations where children and young people can be exploited.

Harmful Sexual Behaviour Including Sharing of nudes or semi-nude images/videos

Sexually harmful behaviour from young people does not always occur with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Gang Activity and Youth Violence

A child or young person can be exploited (sexually and / or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of the Children's Commissioner has defined Child Exploitation in gangs and groups as:

- **Gangs** - mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.
- **Groups** - involves people who come together in person or online for the purpose of setting up, co-ordinating and / or taking part in the sexual exploitation of children in either an organised or opportunistic way. Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and / or a means of gaining status within the hierarchy of the gang. Children and young people may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and / or may inflict harm to others. Where abuse takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status / title within the gang.

Domestic Violence

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and / or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Our school recognises that abuse is abuse and it will never be tolerated or passed off as 'banter', "just having a laugh", or "part of growing up". We also recognise that child on child abuse, although more likely to be reported by girls as victims and boys as perpetrators, can be experienced by all genders or identities. All reports of abuse will be taken seriously.

Our whole school approach:

As a school we provide through our PHSCE curriculum, a planned programme that tackles such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;

- addressing cultures of sexual harassment.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children/young people (and, if appropriate, adult students and staff) especially any actions that are appropriate to protect them.

Mental Health

All staff should be aware 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day to day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through out childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding policy and speaking to the designated safeguarding lead or deputy.

There should be clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support and this includes working with external agencies. More information can be found in the [mental health and behaviour in schools](#) guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

<https://westcheshirechildrenstrust.co.uk/new-ways-of-working/recovery-model/>

Disclosure

All members of staff, volunteers and governors must know how to respond to a young person who discloses abuse, and they must be familiar with procedures to be followed.

It takes a lot of courage for a young person to disclose that they are being abused. They may feel disloyal, ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a young person talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the young person may think that you do not want to listen, if you leave it till the very end of the conversation, the young person may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the young person:

- Allow them to speak freely.
- Remain calm and do not over react – the young person may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the young person.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the young person’s mother think about all this.
- At an appropriate time tell the young person that in order to help them you must pass the information on.
- Respect the young person’s personal space. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a young person who has been abused.
- Avoid admonishing the young person for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the young person may interpret it that they have done something wrong.
- Tell the young person what will happen next.
- Report verbally to the Designated Safeguarding Person and the Nurse in Charge (at Ancora House).
- Write up your conversation as soon as possible on care notes and/ or CPOMS

Confidentiality

While it is recognised that all matters relating to safeguarding individual young person are confidential, a member of staff, governor or volunteer, if confided in by a learner, must never guarantee confidentiality to that learner.

- Where there is a Child Protection concern it will be passed immediately to the Designated Safeguarding Person who will consider the most appropriate response, consulting with relevant partners if appropriate.
- The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child.
- The Headteacher/Designated or Deputy Designated Safeguarding Person will disclose personal information about a learner, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.
- All staff must be aware that they have a duty to share information with other agencies in order to safeguard children as set out in 'Working together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, 2022'.
- Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
- To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Records

Child protection information will be stored and handled in line with the principles of the Data Protection Act 2018 and the General Data Protection Regulations to ensure that information is:

- Processed lawfully, fairly and in a transparent manner in relation to the data subject.
- Collected for specified, explicit and legitimate purposes (in this case to meet statutory safeguarding requirements as set out in government legislation).

- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- Accurate, and where necessary, kept up to date
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed (Child protection files should be passed on to any new school the child attends and kept until they are 25 (this is 7 years after they reach the school leaving age) (IRMS, 2016).)
- Appropriate security measures are in place to protect the personal data held
- Take responsibility for what [the school] does with personal data and how [the school] complies with the other principles. Are able to demonstrate compliance through ensuring appropriate measures and records are in place.

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. This must be done through a Subject Access Request (SAR). This information belongs to the child, who has a right to deny their parent's/carer's access to the file if they wish to do so – further information regarding SARs can be accessed here: What about requests for information about children?

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access/>

If any member of staff receives a request from a learner or parent to see safeguarding/child protection records, they should refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Timely and accurate recording will take place when there are any issues regarding a young person. A record of each and every episode/incident/concern/activity regarding that young person, including telephone calls to other professionals, needs to be recorded in chronological order on care notes and or CPOMS. Any original notes will be kept in the patient's file in the nursing office. Support and advice will be sought from Young Person's Social Care or the Local Authority Designated Officer, whenever necessary and recorded.

If the young person moves to another setting the Safeguarding file should be sent, by registered post or electronic transfer through CPOMS immediately to the Designated Safeguarding Person at the new setting. There must be liaison between the two Designated Safeguarding Persons in order to ensure a smooth and safe transition for that young person.

Where the new school is not known, the Educational Welfare Service at the young person's home local authority should be informed so that the young person can be included on the

data base for missing learners and action taken to ascertain the safety and wellbeing of the young person and that the young person is receiving their right to education.

Supporting Young People

Some children may have an increased risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Children with special educational needs and disabilities or physical health issues – staff must consider whether their behaviour, mood and injury may relate to possible abuse and not just their SEN or disability; be aware that they have a higher risk of peer group isolation; there is a possibility of a disproportionate impact of bullying; and they may have difficulties with communication.
- Looked after children and previously looked after children
- living in a domestic abuse situation (now defined in law as victims)
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity disorder
- involved directly or indirectly in child sexual exploitation or child trafficking
- do not have English as a first language.
- Children who need a social worker (Child in Need and Child Protection Plans)
- Children missing from education
- Children requiring mental health support
- Care leavers
- Children with family members in prison

(Special consideration includes: the provision of safeguarding information, resources in community languages and accessible formats and extra pastoral support.)

We recognise that a young person who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense

of blame. The school may be the only stable, secure and predictable element in the lives of young person at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the learner through:

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives young people a sense of being valued;
- Implementation of the school Behaviour Policy which is aimed at supporting vulnerable young people.
- Liaison with other agencies that support the young person, such as CAMHS, Children's Social Care and Education Psychology Service;
- Raising awareness to the school community of Operation Encompass and the school's involvement with Cheshire Police.
- Ensuring that, when a young person subject to a child protection plan leaves, their information is transferred to the new school immediately and that the young person's social worker is informed.

Support for Staff

Working in a tier 4 CAMHS adolescent psychiatric unit can be rewarding yet highly stressful so it is important that staff are supportive of each other. Team meetings, formal and informal handovers are a way for staff to seek reassurance and reflect on practice.

CWP offer reflective practice groups that education staff can attend; here, Individual cases are discussed and staff are able to talk about their experiences.

There are also weekly mindfulness groups that staff can access to help build resilience and promote general wellbeing.

Young Carers

In many families, young people contribute to family care and well-being as a part of normal family life. A young carer is a young person who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability.

Many young carers may experience:

- Social isolation;
- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the young person's needs will be considered using the Team around the Family process.

Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2022. 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, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional 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 prohibition to teach, Disclosure and Barring checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- An enhanced DBS Check is obtained for **all** new appointments where an individual will 'regularly' have contact with our learners, which will include a barred list/prohibition from teaching check for all new teaching staff.
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA
- All shortlisted candidates will have an online search of publicly available information carried out as part of the school's safer recruitment due diligence.

Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

We will ensure all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the school.

Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children.

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, supply staff, or volunteer the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then consult with the Local Authority Designated Officer.

Allegations against the Head Teacher are reported to the Chair and referred to the Local Authority Designated Officer (LADO) via the LADO referral form.

The Headteacher can be contacted via Sian.Thomas@ancora.cheshire.sch.uk

The Chair of Governors can be contacted via helen.nowakowska@nhs.net

Early Intervention and Prevention within Safeguarding

All school staff need to be aware of their responsibility to raise any concerns they have about a young person as early as possible in order to prevent the situation worsening. This may present as a change in a young person's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. Where this concern does not identify a safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the Team around the Family (TAF) guidance to fulfil their duties at level 2 and 3 on the Continuum of Need. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to the Early Support Access team should be made.

13 Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff will have access to [Keeping Children Safe in Education 2022](#) on appointment/induction and have read Part 1 as a minimum.

All staff should be aware of the dangers inherent in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;
- Giving to, and receiving gifts from, children and parents;
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- Disclosing personal details inappropriately;
- Meeting pupils outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and Cheshire West Safeguarding Children Partnership procedures, this will be viewed as misconduct, and appropriate action will be taken.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Allegations

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed, or may have harmed, a young person
- possibly committed a criminal offence against or related to a young person; or

- behaved towards a child or young person in a way that indicates he or she would pose a risk of harm if they work regularly or closely with young people
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children or young people

We will apply the same principles as in the rest of this document and will always follow the Cheshire West Safeguarding Young person Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be with foundation. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Deputy Head teacher and make a record. The Deputy Head teacher will inform the head teacher.
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of the Management Committee who will proceed as the 'Headteacher'
- The Deputy Head teacher will take steps, where necessary, to secure the immediate safety of young person and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of young person
- The head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The head teacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Contact and Referral and/or the police for investigation
- Consideration will be given throughout to the support and information needs of young person, parents and staff
- The Head teacher will inform the Chair of the Management Committee of any allegation.
- If consideration needs to be given to the individuals employment, advice will be sought from HR.

Supporting staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Designated Safeguarding Lead or Head Teacher and to seek further support, if necessary.

The Designated and Deputy Designated Safeguarding Lead and the Head teacher can seek personal support through scie@cheshirewestandchester.gov.uk or other appropriate services.

Guidance for Safer Working Practice for Adults who work with Children and Young People in

Education Settings

<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf> This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

15 Photographing Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We acknowledge, however, that some people abuse children through taking, using or circulating images.

Staff and Volunteers

Parental consent will be sought on admission by us and CWP, and permissions noted.

Staff and volunteers must seek the authorisation of the Head teacher prior to taking photographs/ videos of young person and must only use school equipment unless given specific authorisation by the Head teacher

The use of cameras on mobile phones or the downloading of images onto any internet site is forbidden

Only the young person's first name will be used with an image

On discharge any photos of young people will be removed from displays to adhere to confidentiality issues.

Any young person involved in community events will be asked prior to their involvement whether they would like their picture to appear in the local paper. Staff will ensure anonymity if required.

The Guidance for Safer working Practices for Adults who work with Young person and Young People provides detailed guidance on the taking of photographs and storage of images.

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people, including staff, to photograph or film pupils during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot, however, be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given

Complaints and Compliments

Our complaints procedure will be followed where a young person or parent raises a concern about poor practice towards a young person that initially does not reach the threshold for child protection action. Complaints are managed by senior staff e.g. the Executive Headteacher and Governors.

Complaints from staff are dealt with under the school's Complaints, Disciplinary and Grievance procedures.

In Consultation With		
Date Agreed	Name	Position
Date for Review:		

This policy is further supported through reference to the following documents:

- Exclusions From Maintained Schools, Academies and PRUs (statutory guidance)
 - Keeping Children Safe in Education (statutory guidance)
 - Sex and Relationship Education (statutory guidance for maintained schools and academies)
 - Working Together to Safeguard Children (statutory guidance)
 - Behaviour and Discipline in Schools (advice for schools)
 - Children Missing Education (advice for schools)
 - Cyberbullying (advice for schools)
 - Equality Act 2010 and Public Sector Equality Duty (advice for schools)
 - Equality Act 2010 Technical Guidance (advice for further and higher education providers)
 - Mental Health and Behaviour in Schools (advice for schools)
 - Preventing and Tackling Bullying (advice for schools)
 - The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)
 - UKCCIS Sexting advice (advice for schools and colleges)
- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues and will be especially useful for the designated safeguarding lead (and their deputies) when a report of sexual violence or sexual harassment includes an online element.
- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the Internet Watch Foundation (IWF). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.
- UKCCIS Sexting advice: Sharing indecent images of a child (including by children) is a crime: UKCCIS advice provides support to schools and colleges in responding to reports of sexting (also known as youth produced sexual imagery).
- Thinkuknow from CEOP provides support for the children's workforce, parents and carers on staying safe online.

References

- Assiter, A., Avery, R. and The Education People (2018a), [Online Safety for Learners with Special Educational Needs and Disabilities \(SEND\) \(PDF\)](#). [Accessed 08/01/2020]
- Assiter, A., Avery, R. and The Education People (2018b), [Engaging Families in Online Safety: Guidance for Educational Settings \(PDF\)](#). [Accessed 10/01/2020]
- Department for Education (DfE) (2020) [Keeping children safe in education: statutory guidance for schools and colleges](#). London: Department for Education (DfE).
- Department for Education (DfE) (2019) [Teaching online safety in school: guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects \(PDF\)](#). [London]: Department for Education (DfE).
- Department for Education (2014) [Cyberbullying: Advice for headteachers and school staff](#). London: Department for Education
- Department of Education (2017) [Safeguarding and child protection in schools: a guide for schools](#). Bangor: Department of Education
- Scottish Government (2017) [Internet safety for children and young people: national action plan](#). Edinburgh: Scottish Government
- UK Council for Child Internet Safety (2018a) [Using External Visitors to Support Online Safety \(PDF\)](#). [Accessed 08/01/2020]
- UK Home Office (2019) [Prevent duty guidance](#). [Accessed 08/01/2020]
- UK Safer Internet Centre (2018), [Guidance for parents and carers on online safety over the summer holidays](#). [Accessed 08/01/2020]
- Welsh Government (2015) [Keeping learners safe: the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002](#). Cardiff: Welsh Government.

Childline

If a child or young person needs confidential help and advice direct them to Childline. Calls to [0800 1111](#) are free and children can also [contact Childline online](#) or [read about online and mobile safety on the Childline website](#). You can also download or order [Childline posters and wallet cards](#).

Elearning

Our [online safety elearning course](#) will develop your knowledge of online safety and help you teach children about staying safe online.

[> Browse all training courses for schools](#)

Further reading

For further reading about e-safety, search the [NSPCC library catalogue](#) using the keywords “online safety” and “schools”.

<https://www.net-aware.org.uk/>

Safeguarding Children – Key Points

All adults in charge of or in contact with children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused or neglected, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located on the website and in staff share. On request you will be provided with a printed copy.

In addition, the following key points give a guide on what to do and not to do.

1. **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass to the Designated Safeguarding Lead (Carli Willis, Castle Park or Marie Strain, Ancora House) at your earliest opportunity.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"
5. Immediately tell the Designated Safeguarding Lead unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you or you have concerns about the Head Teacher, you should report your concerns to the Chair of Governors, Helen Nowakowska, helen.nowakowska@nhs.net
6. Discuss with the Designated Safeguarding Lead whether any steps need to be taken to protect the person who has told you about the abuse.
7. **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. Children's Social Care and police officers are the people who

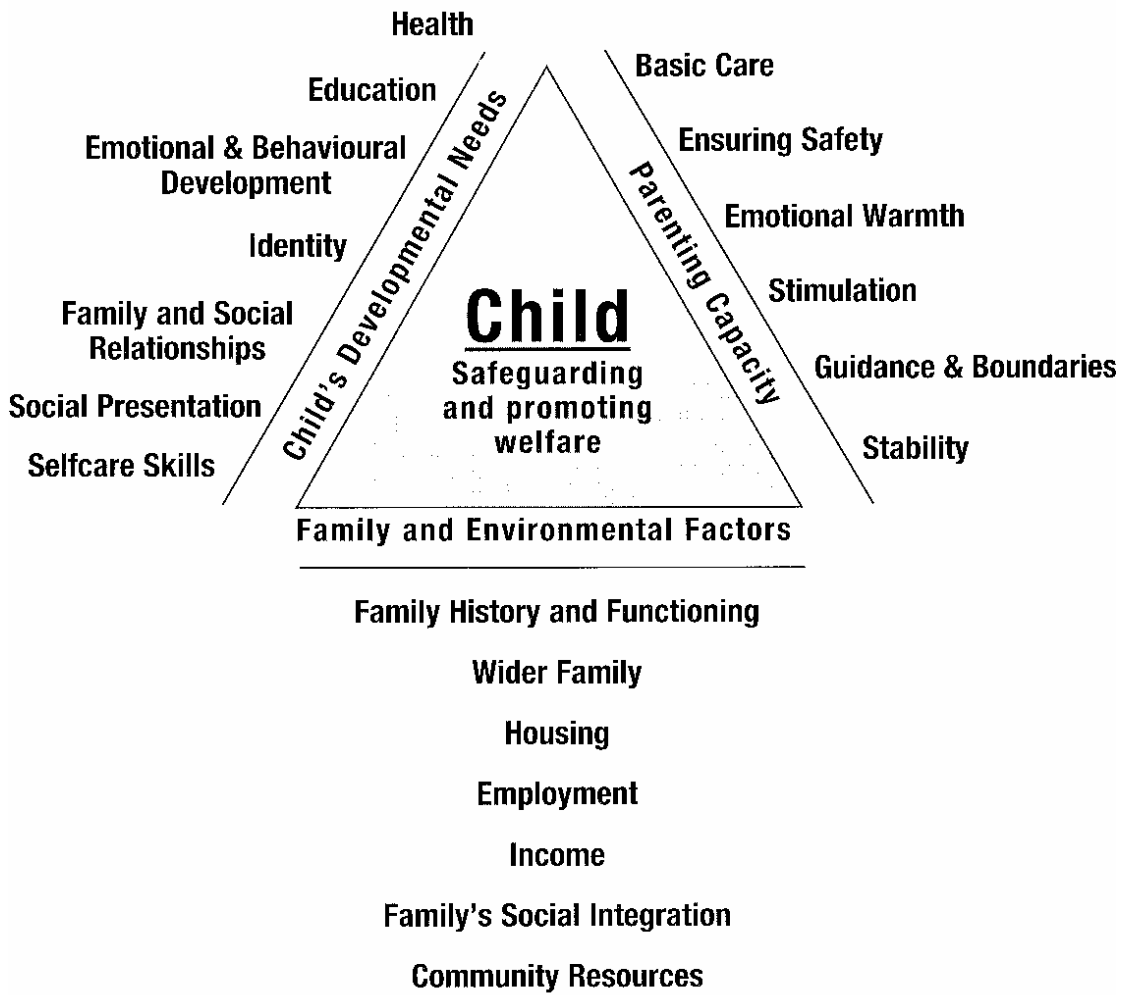
have the authority to do this. You could cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**

8. As soon as possible (and certainly the same day) the Designated Lead for safeguarding should refer the matter to the Integrated Access and referral team (I-ART) if a child is at risk of or suffering or likely to suffer significant harm. Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job. In the case of an allegation against an adult that works with children, the Head teacher, or the Chair of Governors where the allegation is against the Head Teacher, should refer the matter to The Local Authority Designated Officer (DO).
9. **Never** think abuse is impossible in your organisation or assume that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.

Appendix 2 - Essential contacts

	Contact Details
<i>Designated Safeguarding Lead</i>	Carli Willis 01244981012 (Castle Park) Marie Strain 01244397598 (Ancora House)
<i>Headteacher</i>	Sian Thomas
<i>Nominated Governor for Safeguarding</i>	Mrs L Kewin
<i>Chair of Governors</i>	Helen Nowakowska
<i>Deputy Designated Safeguarding Lead</i>	Claire Barker 01244 506670 (Castle Park) Amanda Lacey 01244397272 (Ancora House)
<i>Named Local Authority Designated Officer (DO)</i>	Paul Jenkins - https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/
<i>Local Authority Safeguarding Children in Education Officer (SCiE)</i>	Susie Sheasby - Chester and Chester Rural
<i>Safeguarding Children in Education Manager (SCiE)</i>	Kerry Gray – Kerry.gray@cheshirewestandchester.gov.uk
<i>Browne Jacobson Legal Services Helpline</i>	0115 976 6189
<i>Local Authority Human Resources</i>	Becky Davies 07979255355
<i>Integrated access and Referral Team</i> 8.30-5pm Mon-Thurs 8.30-4.30 Fri	0300 123 7047
<i>Emergency Duty Team (Out of hours)</i> 4.30pm-8am Mon-Thurs From 4pm Friday 24hours weekends and bank holidays	01244 977 277
<i>TAF Advisor</i>	07917 200876
<i>Safeguarding Children Partnership</i>	www.cheshirewestscp.org.uk 0151 356 6494
<i>School Health Advisor</i>	
<i>CAMHS</i>	
<i>Cheshire Police</i>	0845 458 0000 or 101 for non emergencies 999 in case of emergency
<i>Safer Schools Officer</i>	Sergeant 4566 Hannah Munnelly hannah.munnelly@cheshire.pnn.police.uk
<i>Neighbourhood Policing Officer</i>	

Assessment Framework Triangle



INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Ancora School is Carli Willis who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Ancora School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* *Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Cheshire West and Chester Local Authority and the Cheshire Police Counter-Terrorism Unit, and it aims to:*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.*