




CHILD PROTECTION AND SAFEGUARDING POLICY

Person Responsible for the Policy:	Brine Multi Academy Trust Directors
Date Approved:	October 2020
Signed by Chair of Directors:	
Date for Review:	Autumn Term 2021

This Child Protection (Safeguarding) Policy is based on the model that has been developed by Brine Multi Academy Trust (the 'Trust') and follows the recommended policy produced by the Cheshire East SCiES Team (Safeguarding Children in Educational Settings). The Trust is ultimately responsible for the safeguarding of children and staff within its academies, but in practice, much of this responsibility is carried out by the individual academies. Although the model policy applies to all academies within the Trust, in order to take account of staffing differences between our academies, this version has been personalised for Brine Leas School.

At Brine Leas School the named personnel with designated responsibility for Child Protection and Safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Victoria Skelding	Toby Ward	Karl Jones

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

Designated Senior Manager (normally the Headteacher)	Chair of Governors (in the event of an allegation against the Headteacher)
David Cole	Su Turner

The named person with designated responsibility regarding Cared for Children is:

Designated teacher for Cared for Children
Gill Josephs

1. INTRODUCTION

At Brine Leas School we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Local Governing Board in this academy approves the S175/157 return to the Cheshire East Safeguarding Children's Partnership on a yearly basis.

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

- Cheshire East Local Safeguarding Children (CESCP) Procedures
- Working Together to Safeguard Children 2018
- What to do if you are worried a child is being abused 2015
- Keeping children Safe In Education 2020
- Guidance for safer working practice for staff working in education settings.
- The academy's online safety policy
- The academy's Relationship & Sex Education policy
- The Trust's Staff Code of Conduct (inc use of mobile phone and social media policy)
- "Preventing and Tackling Bullying" DfE July 2017
- The academy's Student Behaviour Policy (sometimes referred to as the 'Positive Schooling Handbook')
- The academy's E-Safety and Internet Use Policy
- The Trust's Equality Policy
- The academy's Curriculum Policy
- The Trust's Confidential Reporting/Whistleblowing Policy
- Schools and colleges: when to call the police

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

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils/students and direct work with families, staff take notice of indicators of possible abuse or neglect and refer them to Children's Services (in Cheshire East or in neighbouring authorities dependent upon the child's area of residence). The academy recognises that it forms part of the wider safeguarding system for children.

This responsibility also means that the academy is aware of the behaviour of its staff academy; it maintains an attitude of 'it could happen here' where safeguarding is concerned.

This academy ensures that:

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

This policy is available on the academy's website and printed copies of this document are available to parents upon request. The academy informs parents and carers about this policy on admission and through the academy's website.

The policy is provided to all staff (including temporary staff and volunteers) at induction; alongside the Trust's Staff Code of Conduct.

In addition, all staff are provided with at least Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2020) and are required to sign to indicate that they have read and understood it. The Designated Safeguarding Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

2. AIMS OF THIS DOCUMENT

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

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

3. **SCOPE OF THIS POLICY**

This policy is a Trust policy that has been personalised for Brine Leas School. Each academy within the Trust will have their own version based on the same MAT policy.

This policy applies to all members of the academy's community (including staff, governors, pupils/students, supply teachers, volunteers, parents/carers, visitors, agency staff and pupils/students) or anyone working on behalf of Brine Leas School. It also applies to all staff employed to work directly with the Trust (i.e. not within a specific Trust academy) and its Directors/Members.

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

4. **DEFINITIONS OF TERMS USED IN THIS DOCUMENT**

Term	Description
Child Protection:	refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Safeguarding and promoting the welfare of children:	refers to the process of protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.
Early Help:	means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Term	Description
Abuse:	a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
Staff:	refers to all those working for or on behalf of the school/education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.
Child:	refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils/students from our own academy; however the policy will extend to visiting children from other establishments.
Parent:	refers to birth parents and other adults who are in a parenting role e.g. carers, step-parents, foster parents, and adoptive parents.

5. **PREVENTION**

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

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.
- All staff are aware of the academy's guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- The academy ensures that appropriate filters and appropriate monitoring systems are in place; however it is careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children.
- Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the academy and its curriculum.
- Support and planning for children in custody and their resettlement back into the academy’s community is undertaken, where necessary, as part of our inclusive approach.
- We comply with ‘Working Together to Safeguard Children’ 2018 and support the Cheshire East Safeguarding Children’s Partnership’s (CESCP) Timely Support for Children and Families in Cheshire East. This document supports professionals to access the right help and support for children and their families at the right time.
- We systematically monitor pupil/student welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary.
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs.
- The voice of the child is paramount; therefore our pupils/students are actively involved in safeguarding development. There is an established student group/student involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays.
- We consult with, listen and respond to pupils/students; our academy’s arrangements for this are via the academy’s student leadership groups such as school council, student leadership group, house system, safeguarding group and lionhearts. Curriculum reviews undertaken include student voice.

The daily contact pupils have with their form tutors and teaching staff who are encouraged to share the voice of students so we can respond and support as appropriate.

- We use research evidence to inform our prevention work

6. EARLY HELP

All staff understand the Cheshire East Safeguarding Children's Partnership (CESCP) 'Continuum of Need' and Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem. Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In this academy, staff are aware that they must be prepared to identify those children who may benefit from early help.

The staff are alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the academy will consider whether the Early Help approach should be considered.

Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

This academy is an Operation Encompass school which means that it is able to give proactive support to those children and their families where Domestic abuse is identified. We receive alerts from Cheshire Police and this is sent to the safeguarding team in school, who then conduct a welfare check and gain the voice of the child to inform any further action that may need to be taken to support and safeguard the child/children concerned. This may include liaising with outside agencies such as CECHS, Cheshire without Abuse etc.

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

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

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

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

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

There is adequate signposting to external sources of support and advice for staff, parents and pupils/students. Students/pupils are made aware of key individuals in school and places they can go via updates from the pastoral team and their form tutor. The school plasmas and posters around the school also inform where support can be obtained. The school website has key safeguarding information for parents and the school will alert parents via email, twitter and the school website of any key updates to sources of support or advice on keeping their child safe. Staff are updated on sources of support for them via relevant policies, staff briefings and the school HR team.

7. EARLY HELP, CHILD IN NEED AND CHILD PROTECTION

At Brine Leas School we ensure that we follow Cheshire East's Multi-Agency Practice Standards (CE Multi-Agency Practice Standards 2016) to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children, where standards are not being met.

8. CONCERNS ABOUT A CHILD- RECORDING AND REPORTING

The academy's recording procedures are in line with those outlined in Cheshire East's "Recording and Reporting Guidance." 2020; the Designated Safeguarding Lead and the Deputy Safeguarding Lead are aware of this document.

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

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

- Listen rather than directly question, remain calm.
- Never stop a child who is recalling significant events.
- Never ask a child if they are being abused.
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words).
- Advise you will have to pass the information on.
- Avoid coaching/prompting.
- Never take photographs of any injury.
- Never undress a child to physically examine them.
- Allow time and provide a safe haven / quiet area for future support meetings.
- At no time promise confidentiality to a child or adult.

Staff are aware that they should not question the child; other than to respond with TED:-
Tell me what you mean by that,
Explain what you mean by that,
Describe that.

Staff will observe and listen, but do not probe/ask any leading questions.

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

The academy recognises that parents may hold key information about incidents/allegations therefore, in the majority of situations; the Designated Safeguarding Lead will speak to the parents and gain their consent to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

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

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

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

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

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

The majority of all Safeguarding Records are held electronically via CPOMS which has a confidential electronic file for all students on roll, but in some cases, hard copies of transferred records will be kept. Any hard copies relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Headteacher and Designated Safeguarding Lead.

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

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

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

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

9. SAFE WORKING PRACTICES

- **Use of mobile phones, cameras and internet:**
The academy and staff take safeguarding seriously and understand this policy is over- arching. We refer staff to the Trust's 'Staff Code of Conduct' and the DfE's 'Guidance for Safer Working Practice for those working with children and young people in Education Settings '.
- **Personal mobiles and electronic devices:**
 - Staff are expected to ensure that they follow the Staff Code of Contact with regard to use of personal mobiles and electronic devices.
 - Electronic devices should be password protected so that content cannot be accessed by unauthorised users.
 - It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to academy grounds.
- **Academy devices:**
 - Academy devices remain the property of Brine Leas School and, in using them, staff will follow the Staff Code of Conduct, Staff Handbook and the GDPR guidelines published by the Trust and/or Academy.
 - Electronic devices should be password protected so that content cannot be accessed by unauthorised users.
- **Cameras photography and images:**
 - Brine Leas School will obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

- Staff will ensure that any Brine Leas School designated cameras or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.
- **Internet safety:**
Brine Leas School will ensure that appropriate filters are put onto academy equipment, and that appropriate monitoring systems are in place.
- **Working off academy premises:**
 - Where staff take academy computer/digital equipment / or records in paper form, off the academy's site, they do so with the view that they abide by the Trust's Staff Code of Conduct, Staff Handbook and the GDPR guidelines published by the academy.
 - Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR, and that it should be safe and securely stored off the premises and, during transport, in accordance with the Staff Code of Conduct, Staff Handbook and the GDPR guidelines published by the academy.

10. ALLEGATIONS AGAINST STAFF

Support and advice is sought from Children's Services or the Local Area Designated Officer (LADO) and legal advice whenever necessary.

At Brine Leas School we recognise the possibility that adults working in the academy may harm children; that they may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children.

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

Any concerns of this nature, should be reported without delay in accordance with the Trust's Allegations Against Staff Policy without delay or, where that is a concern about the Headteacher, to the Chair of Governors and the LADO. Staff are aware that this must be done on the same working day. The school will not internally investigate until instructed by the LADO.

Brine Leas School will make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

They have been made aware of those other channels of support through staff training in weekly briefings and staff meetings each half term.

11. SAFER RECRUITMENT

The academy pays full regard to DfE guidance 'Keeping Children Safe in Education' 2020 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003).

The academy will ensure that all appropriate measures are applied in relation to everyone who works in the academy who is likely to be perceived by the children as a safe and trustworthy adult. It will do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after extra-curricular activities. Staff are aware of social media/on-line conduct.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils/students and parents, following the Code of Conduct.
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment within the Trust). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations).
- Maintaining an accurate, complete, up to date Single Central Record.

12. STAFF TRAINING AND UPDATES

In Brine Multi-Academy Trust, there is a commitment to the continuous development of all staff, regardless of role with regard to safeguarding training:

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

- All staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively
- The Designated Lead and any Deputy have completed specific training such as Designated Safeguarding Lead Training to carry out the duties of the role and attend (CESCP) multi agency Safeguarding and Child Protection training on an annual basis.
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Leads Meetings held each term, coordinated by the SCiES Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging with Cheshire East.

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

13. CARED FOR CHILDREN (LOOKED AFTER CHILDREN) AND PREVIOUSLY LOOKED AFTER CHILDREN

Brine Leas School will ensure that staff have the skills, knowledge and understanding necessary to keep cared for children safe as it is aware that children often become looked after as a result of abuse and/or neglect. The academy has identified a designated teacher for our cared for children; this person works closely with the Virtual School.

14. CHILDREN WITH SPECIAL NEEDS AND DISABILITIES

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

These barriers can include:

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

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

15. THE USE OF 'REASONABLE FORCE'

There are circumstances when it is appropriate for staff in academies, schools and colleges to use reasonable force to safeguard children.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed' as per the Brine Leas School's Student Behaviour (Positive Schooling) Policy.

16. PRIVATE FOSTERING

Brine Leas School recognises that it has a mandatory duty to report to the local authority when it becomes aware of, or suspects that, a child is subject to a private fostering arrangement.

To aide the academy's awareness, it will ensure that it establishes who has parental responsibility for each and every child and takes steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

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

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

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

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

17. CHILDREN MISSING OUT ON EDUCATION AND MISSING FROM EDUCATION

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

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

The academy also ensures that it is rigorous in its attendance procedures; these are outlined in the academy's attendance policy. Where a child's destination is unknown when they have left the academy, staff ensure that the academy carries out all necessary checks and refers them as CME using the appropriate form so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

18. CHILDREN WHO NEED A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION PLANS)

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

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

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

19. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

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

- We ensure we have specific training and clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Mental health awareness is included in the safeguarding update training given to all staff. Staff are aware that any concerns about a child's mental health should be treated as a safeguarding concern and that the designated safeguarding leads should be alerted to the concern through the correct reporting procedures via CPOMS. This concern will then be followed up by the safeguarding team with the child, parents and external agencies where relevant.

All follow up actions recorded including referrals and liaison with health or other relevant professionals

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

20. SPECIFIC SAFEGUARDING ISSUES

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

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

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

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Criminal exploitation
- Extremism and Radicalisation
- Children missing education
- Domestic abuse
- Peer relationship abuse/Teenage Relationship Abuse
- Risky behaviours
- Problematic and harmful sexual behaviour
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Mental health issues including Self-Harm
- Honour based violence including - Female Genital Mutilation, Beast Ironing, Forced Marriage
- Unaccompanied asylum seeking children
- Child Trafficking
- Modern Day Slavery

- In Year admissions

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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

21. GOVERNOR RESPONSIBILITIES

The Trust and Local Governing Board fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Trust and Local Governing Board have agreed processes which allow them to monitor and ensure that the academy has:

- robust Safeguarding procedures in place;
- operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the academy site;
- procedures for dealing with allegations of abuse against any member of staff or adult on site;
- a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues;
- takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements;
- is supported by the Local Governing Board nominating a member who is safeguarding link governor;
- has a member of the Local Governing Board who is responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher (this is the Chair of the LGB);
- an annual review of the Safeguarding policy and procedures;
- an annual Safeguarding Audit in consultation with the Governing Board, sharing this with the CЕСP on request.

22. FINALLY

In accordance with the Trust's ethos, staff in Brine Leas School take the safeguarding of each and every child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and

take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

Further information on the academy's safeguarding procedures and related policy documents are available on request from the Headteacher or the academy's Designated Safeguarding Lead.

Prepared/written by: A Cliffe / MAT OG	Date: October 2020
Approved by Trustees: October 2020	Review date: September 2021
Academy Version approved by LGB: October 2020	
Issue Number: 5	Date of Previous Version: June 2020

STAYING SAFE



Academy Based Contacts	
Designated Safeguarding Lead:	Victoria Skelding
Deputy Safeguarding Lead:	Toby Ward
Chair of Governors:	Su Turner
Safeguarding Link Governor	Karl Jones

Local Contacts	
Safeguarding of children concerns (Children living in Cheshire East)	<p>0300 123 5012 Cheshire East Consultation Service (Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm)</p> <p>0300 123 5022 Emergency Duty Team</p>
Safeguarding of children concerns (Children living in other Authorities)	<p>Staffordshire 0800 1313 126 0345 604 2886</p> <p>Cheshire West 0300 123 7047 01244 977277</p>
Allegations against an adult working with children:	01270 685904/ 01606 288931 Local Authority Designated Officer (LADO)
Prevent referrals:	Tel: 01606 362147
Police (Emergency)	999
Police (Non Emergency)	101



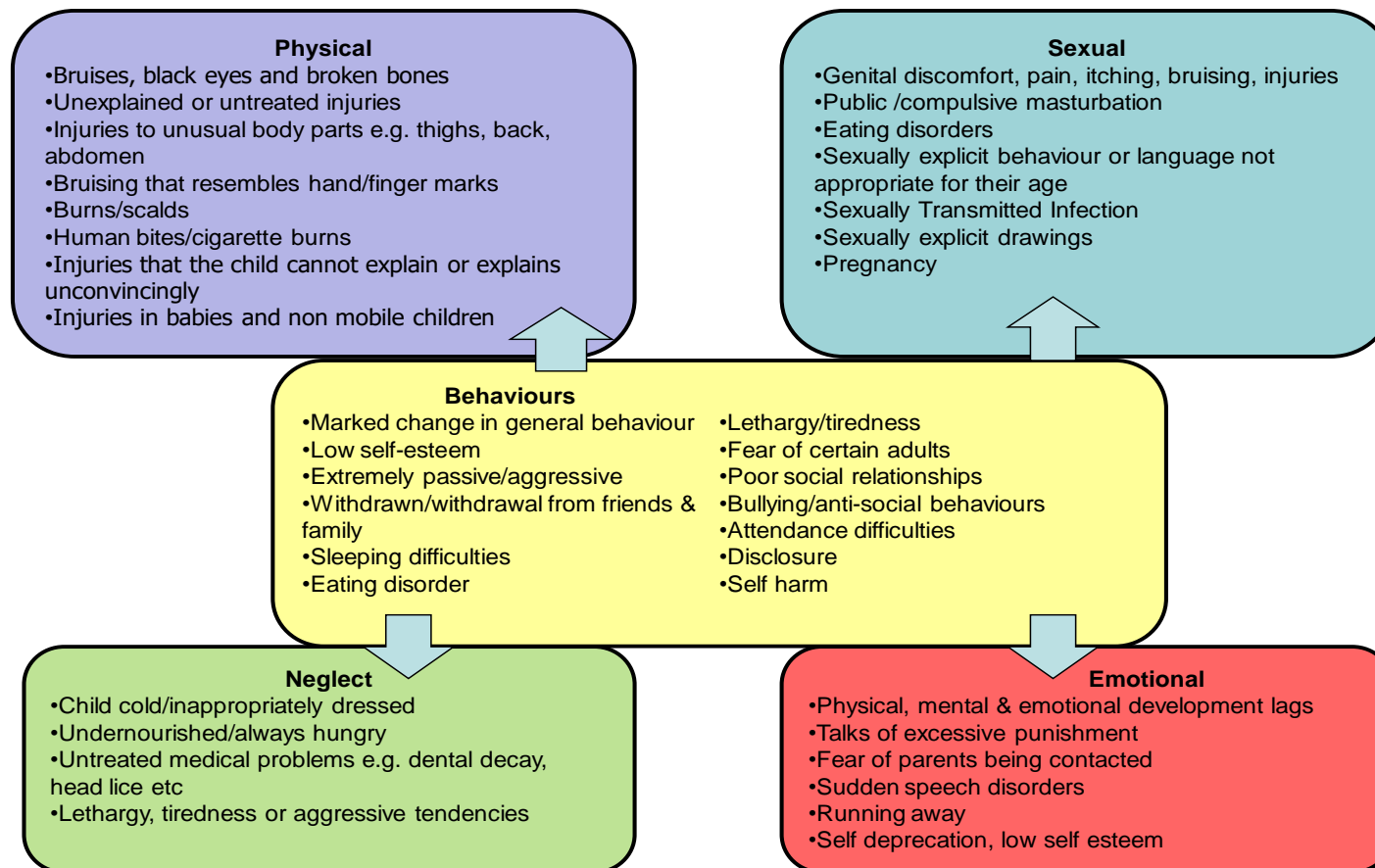


<p>Universal</p> <p>Children whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</p> <p>Response:</p> <ul style="list-style-type: none"> • Continue meeting child or young person’s needs as a universal service in a safe environment. • Universal services will remain at all levels of need. 	<p>Targeted</p> <p>Children who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <p>Response:</p> <ul style="list-style-type: none"> • A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.
<p>Complex</p> <p>Children who have a range of additional needs affecting different areas of their life.</p> <p>Response:</p> <ul style="list-style-type: none"> • Request support from other agencies such as family support, commissioned services Youth Justice Services and the attendance and Children out of School Team. Agencies work together to provide a network of support to the child or young person and their family. • Identify a lead practitioner to co-ordinate support and be primary link with the family. • Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress. 	<p>Specialist</p> <p>Children who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children’s Social Care, or Youth Justice Service.</p> <p>Response:</p> <ul style="list-style-type: none"> • Children’s Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children’s Social Care. • Youth Justice Service lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.
<p>If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS)</p> <p>Tel: 0300 123 5012</p> <p>Tel: 0300 123 5022 (Emergency Duty Team for out of hours)</p>	

Definitions of Abuse
“Keeping Children Safe in Education” 2020

<p style="text-align: center;">Sexual</p> <ul style="list-style-type: none"> • Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. • This activity may involve physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing • This may include non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse • Sexual abuse can take place online, and technology can be used to facilitate offline abuse. <p>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<p style="text-align: center;">Emotional</p> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</p> <ul style="list-style-type: none"> • conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. • not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. • developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability • overprotection and limitation of exploration and learning • preventing the child participating in normal social interaction. • seeing / hearing the ill-treatment of another. • serious bullying (including cyber bullying) causing them frequently to feel frightened or in danger • exploitation or corruption of them. <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone</p>
<p style="text-align: center;">Neglect</p> <p>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. It may occur during pregnancy as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide adequate food, clothing and shelter (including exclusion from home or abandonment) • protect a child from physical and emotional harm or danger • ensure adequate supervision (including the use of inadequate care-givers) • ensure access to appropriate medical care or treatment. • It may also include unresponsiveness to, or neglect of a child’s basic emotional needs. 	<p style="text-align: center;">Physical</p> <p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> • Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. • Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child. • Injuries in babies and non mobile children

Symptoms of Abuse



Receiving Disclosures:**Receive**

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



Tell me what you mean by that?

Explain that to me

Describe that....

**Reassure**

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

**Report and Record**

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

Review records regularly; add any new concerns respond to these immediately.

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

FORMS OF ABUSE

Breast ironing also known as “Breast Flattening”

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

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

Extra-Familial Harm (also known as Contextual Safeguarding)

Including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and Serious Youth Violence

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

Children Missing from Home or Care

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

This academy is aware of the Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2017-2019.

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

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

Push factors include:

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

Pull factors include:

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

This academy will inform all parents of children who are absent (unless the parent has informed us).

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

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. 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 (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage of increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE involves exploitative situations, contexts and relationships where children receive something (for example food, accommodation, drugs, alcohol, gifts, drugs, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess.

Staff are aware that the indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills and professional curiosity to ensure that the signs and symptoms are interpreted correctly and appropriate support is given.

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other children involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

In this academy, we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form to identify pupils/students who are at risk and the DSL will share this information as appropriate with ChECS.

Staff have been made aware of the Pan-Cheshire CSE policy, procedures and Screening tool. [Child Exploitation](#).

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan-Cheshire CSE policy and procedures and of the screening tool including where to find it, how to complete it and what happens next.

Brine Leas takes a proactive approach to preventative work by through our PHSE curriculum, assemblies raising concerns and awareness and encouraging pupils to report concerns. Work undertaken by the student safeguarding group. Raising staff awareness to ensure early signs are reported via safeguarding update training. Distributing and making staff aware of any external advice from organisations such as SCIES and the Police. Working with families and agencies supporting at an Early help level and engaging our school liaison officer to advise and support pupils identified as at risk

Criminal Exploitation

Criminal exploitation is a geographically widespread form of harm that is a typical feature of **county lines** criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs; in such cases a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and children or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Cyberbullying

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

The academy recognises that it must take note of bullying perpetrated outside the education setting which spills over into school life and so will respond to any cyber-bullying it becomes aware of carried out by pupils/students when they are away from the site.

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

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

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

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

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

Domestic Abuse

The Trust and its academies believe that all its pupils/students have the right to be safe on the academy premises and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence.

As an Operation Encompass school we are alert to the indicators of abuse and have a planned approach to supporting children in a proactive way.

We do this by taking a proactive approach to preventative work by through our PHSE curriculum, assemblies, twitter and posters that raise awareness and encouraging pupils to report concerns. Work undertaken by the student safeguarding group. Raising staff awareness to ensure early signs are reported via safeguarding update training. Distributing and making staff aware of any external advice from organisations such as SCIES and the Police and Cheshire without abuse. Working with families and agencies supporting at an Early Help level and engaging our school liaison officer to advise and support children and families as identified as at risk.

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

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children this academy:

- Has an ethos which puts children's wellbeing at the heart of all that it does.
- Creates a predictable school life with set routines.
- Ensures that rules and expectations are clearly stated and understood by all.
- Understands that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them.
- Models respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead.
- Uses the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that you follow through with any consequences or sanctions.
- Supports children to put feelings into words. Build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately. (A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings).
- Understands that the child may experience conflicting and confusing emotions when thinking of or talking about their parents.
- Creates opportunities for children to feel successful. Let the child/young person know that they matter; taking an active interest in them.

- Accepts that they may not be willing or able to talk about it right away (if ever).
- Provides effective, non-verbal, systems for children to access support.
- Provides reassurance that only people who need to know about the incident will know.
- Allows the child, where necessary, to safely store work on the academy's site or shred it after completion when providing interventions.
- Has visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.
- Children, Young People and Domestic Abuse

Emotional Abuse

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

We understand that it may involve the following:

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

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

Female Genital Mutilation (FGM)

Staff are aware of Female Genital Mutilation (FGM) and that is the partial or total removal of external female genitalia for non-medical reasons.

Staff are aware that FGM:

- Is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM, however, there is no valid reason for it.

- Is illegal in the UK. It is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Indications that FGM may be about to take place:

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

Indications that FGM has taken place:

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

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

Members of the academy community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that staff will take the same course of action as they would with any form of abuse; the Designated

Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject. This is included in our safeguarding update training given to all staff who know to report any such concern via CPOMS to the designated safeguarding leads to undertake appropriate action in line with government guidance.

Forced Marriage

Staff are aware of forced marriages and that it is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

Indications that a Child is at risk of Forced Marriage:

Staff should be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour:

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

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

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools.
- The Headteacher teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed.
- We check in with the child/children to see if they know and corroborate the purpose of the visit.

- If a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

Gaming

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

The academy will raise awareness by:

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

Honour Based Abuse

Staff are aware of "Honour-based" Abuse (HBA) which encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and staff will handle and escalate as such; they are alert to the possibility of a child being at risk of HBA, or already having suffered HBA." Keeping Children Safe in Education 2020.

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

This is included in our safeguarding update training given to all staff who know to report any such concern via CPOMS to the designated safeguarding leads to undertake appropriate action in line with government guidance.

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

Modern Day Slavery

The Modern Slavery Act came into Force in 2015. Modern Slavery can take many forms including the trafficking of people, forced labour, servitude and slavery.

Staff are aware that:

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

Neglect

Staff are aware that neglect:

- Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- May occur during pregnancy, for example, as a result of maternal substance abuse
- Once a child is born, may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment
- May also include neglect of, or unresponsiveness to, a child's basic emotional needs
- May potentially be fatal
- Causes great distress to children and leads to poor outcomes in the short and long-term
- Has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later on in life.

The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child.

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

If neglect is suspected, the academy will use the Neglect Screening Tool.
[http://www.cheshireeast\(CESCP\).org.uk/docs/neglect-screening-tool.doc](http://www.cheshireeast(CESCP).org.uk/docs/neglect-screening-tool.doc)

Online Safety

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

Some of the risks could be:

- unwanted contact;
- grooming;
- online bullying including sexting;
- digital footprint.

The academy will therefore seek to provide information and awareness to both pupils/students and their parents through:

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

Peer on Peer Abuse and Child on Child Abuse

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

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim;
- initiation/hazing type violence and rituals.

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

The academy will ensure that it applies the same thresholds. In Brine Leas School this is done by taking the voice of the child and perpetrator and undertake a full pastoral investigation. This will then inform our follow actions ensuring that there is both support for the victim and the perpetrator which may result in a risk assessment. This may include sanctions alongside restorative work carried out with perpetrator in understanding the impact of their behaviour and the use of outside agencies to support this such as the Police. Increased pastoral support for the victim, this may include mentoring, a key worker, counselling and working with outside agencies where relevant.

Where sexual violence or sexual harassment between children is alleged then the academy follows the guidance issued by the DfE in 2018. [Sexual violence and sexual harassment between children guidance](#)

Where youth produced sexual images are part of the abuse then schools/academies should consult the Sexting guidance. [Sexting in Schools and Colleges](#)

Physical Abuse

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

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

Prevent, Radicalisation and Extremism

Brine Leas School adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2019) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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

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

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

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

The academy's community is aware of specific issues, relevant to our academy's profile. This academy is predominantly white British and therefore we as a school aim to be outward facing and raise awareness of difference, other cultures, values and beliefs via a broad and balanced curriculum. We use educational visits, exchanges and extra curricular opportunities to support the delivery of this.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by safeguarding updates from the designated safeguarding lead to raise awareness of signs and symptoms and the distribution of materials from agencies such as SCIES.

Brine Leas School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

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

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

Cheshire East Consultation Service (ChECS): **0300 123 5012**
and contact Police Prevent officer **01606 362121** prevent@cheshire.pnn.police.uk

Indicators of vulnerability include:

- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis: they may be experiencing: family tensions/ a sense of isolation/ low self-esteem. They may have dissociated from their existing friendship group/ become involved with a new and different group of friends/ may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances: migration/local community tensions/ events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism/ discrimination/ aspects of Government policy;
- Unmet Aspiration: the 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 Needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others;
- 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;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Where necessary individuals may be discussed at Channel:

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists.

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

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

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

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

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

Serious Violence

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools, academies and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK](#)

Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two children, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

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

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

Sexual Abuse

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.
- It can take place online, and technology can be used to facilitate offline abuse.
- It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Trafficked Children

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

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

As an academy we are alert to the signs both for our children and for their families:

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

- Shows signs of abuse and/or has health issues

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

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

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

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

Brine Leas School



CHILD PROTECTION (SAFEGUARDING) POLICY ADDENDUM

COVID-19 SCHOOL CLOSURE ARRANGEMENTS FOR SAFEGUARDING AND CHILD PROTECTION

Name of School: Brine Leas School

Policy owner: Brine Multi Academy Trust

Date addendum agreed: 24th August 2020

Date shared with BLS staff: September 2020 Inset Day

Please note that, over the next few months, there will be an increase in the number of children returning to school. For those children, once they are back in school, the normal 2019–2020) safeguarding policy (or the 2020-21 policy when approved) will apply; however, there will also need to be additional, temporary arrangements, whilst social distancing is still in place. This addendum captures those additional arrangements and includes safeguarding procedures for those children who remain at home.

CONTEXT

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open to provide child care for a limited number of children. These children being those of workers critical to the COVID-19 response who cannot be cared for at home and for children who are vulnerable; these being children with an Education Health and Care Plan (EHCP) and children who are subject to Child in Need (CIN) plans, Child Protection (CP) plans and those who are Cared for Children who cannot be safely cared for at home.

This addendum of the Brine Leas School Safeguarding and Child Protection policy outlines our practice during the current crisis; should this change over time it will be updated to reflect those changes. This addendum contains details of our individual safeguarding arrangements in the following areas:

- Vulnerable Children
- Attendance of Children in School
- Attendance monitoring
- Designated Safeguarding Lead

- Supporting children attending school
- Supporting children not in school
- Reporting a concern
- Safeguarding Training and induction
- Safer recruitment/volunteers and movement of staff
- Online safety
- Peer on Peer Abuse
- Radicalisation and Extremism

KEY CONTACTS

Role	Name	Contact number	Email
Designated Safeguarding Lead	Victoria Skelding	██████████	Victoria.skelding@brineleas.co.uk
Deputy Designated Safeguarding Lead	Toby Ward	██████████	Toby.ward@brineleas.co.uk
Headteacher	David Cole	██████████	head@brineleas.co.uk
Chair of Governors	Su Turner	Contact via Emma Fletcher (Clerk to LGB)	clerkofgovernors@brineleas.co.uk
Safeguarding Link Governor	Karl Jones	Contact via Emma Fletcher (Clerk to LGB)	clerkofgovernors@brineleas.co.uk

VULNERABLE CHILDREN

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead/ Deputy DSL and Safeguarding team, know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The Senior Leadership Team have access to a confidential spreadsheet that monitors welfare checks made on all vulnerable children, even those who do not fall under the official Government classification (eg, CP, CIN, EHCP). This spreadsheet also links to CPOMS, which can be accessed by the whole safeguarding team. A separate, tiered risk assessment has been completed by the DSL and shared with the Senior Leadership Team and the safeguarding team. This risk assessment is updated at least on a fortnightly basis and the spreadsheet amended accordingly.

Brine Leas School will continue to work with others to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for Cared For and previously Cared For children. The lead person for this will be: Gill Josephs and Victoria Skelding.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Brine Leas School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID-19, Brine Leas School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Brine Leas School will encourage our vulnerable children to attend school, including remotely if needed. All vulnerable children were contacted by school on the first day of closure and parents/carers made aware of available school provision during the 'closure'.

ATTENDANCE OF CHILDREN IN SCHOOL

In line with current DfE and Cheshire East guidance, the attendance in school of Vulnerable children, children and young people up to the age of 25 with Education, Health and Care (EHC) plans, children who have a parent who is identified as a critical worker and, over time, specific year groups, is encouraged, where it is appropriate for them; that is, where there are no shielding concerns for the child or their household e.g. where they are self-isolating or are clinically vulnerable.

Vulnerable children include those who have a social worker e.g. children who are Children in Need, those who have a Child Protection Plan and those who are Cared For (Looked after by the Local Authority). A child may also be deemed vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in

order to meet their needs, or whether it is safer for them to have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services.

Senior leaders, especially the Designated Safeguarding Lead/ Deputy DSL and Safeguarding team, know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Brine Leas School will continue to work with others to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for Cared For and previously Cared For children. The lead people for this will be: Victoria Skelding and Gill Josephs.

ATTENDANCE MONITORING

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If Brine Leas School has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once, as requested by the DfE. Brine Leas School and social workers will agree with parents/carers whether Children in Need should be attending school –Brine Leas School will then follow up on any student that they were expecting to attend, who does not. Brine Leas School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Brine Leas School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances, where a vulnerable child does not take up their place at school or discontinues, Brine Leas School will notify their social worker and school will continue to carry out the usual checks e.g. phone calls etc.

Where a parent chooses not to send their child to school we will ascertain the reason for this and will ensure it is recorded; following this up, over time, as necessary.

We expect all our families to notify us if their child is unable to attend on a particular day so staff can explore the reason with them and offer support as appropriate. Where a child has been in school but has stopped attending and the parent has not notified us, checks will be carried out in line the Brine Leas School attendance policy.

Where a Vulnerable child does not attend/stops attending, we will notify the relevant professionals including Social Workers and Family Support Workers; liaising with practitioners and the family to remove any barriers. School will continue to link in with the child e.g. doorstep visit, phone call etc. to ensure their continued well-being.

In line with updated guidance, we will resume daily recording of attendance and will continue to submit daily attendance information to the DfE.

Brine Leas School has ensured that we have confirmed that emergency contact numbers are correct with parents and we have asked for any additional emergency contact numbers where they are available.

DESIGNATED SAFEGUARDING LEAD

Brine Leas School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Victoria Skelding.

The Deputy Designated Safeguarding Lead is: Toby Ward

We aim to have a trained DSL (or deputy) available on site at all times; we are aware though that, in the current situation, this might not always be possible. Where this is the case a trained DSL (or deputy) will be available to be contacted via phone or online video link - for example when working from home. The contact number for the DSL) is 07715 651525.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. All staff working on that day will be made aware of the senior leader who is assuming responsibility for co-ordinating safeguarding on site. At Brine Leas School this will be at least two members of the Senior Leadership Team who are on site each day. They will liaise with the DSL and DDSL and any member of the safeguarding team who is on site that day.

This might include updating and managing access to safeguarding records on CPOMS, liaising with the offsite DSL (or deputy) and, as required, liaising with children's Social Workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

The DSL/Deputy DSL and Safeguarding team will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

All staff and volunteers will be made aware of the DSL and Deputy and, if necessary the senior leader who is assuming responsibility for co-ordinating safeguarding on site; and how to contact them on any given day. At Brine Leas School, this is done by emailing the staff rota for each fortnight in advance and by emails from the Senior Leadership Team the day before. This email includes emergency contact numbers for SLT.

We are aware that there may be additional concerns for the DSL to deal with e.g. records to update, agencies to liaise with and new/emerging concerns; we have therefore put the following measures in place to support them with this potentially increased workload: DSL allocates welfare calls and checks amongst the safeguarding and Senior Leadership team as needed and the SENDCO (also on safeguarding team) monitors children who are both SEND

and on the safeguarding Vulnerables list. Lower level, pastoral concerns that are not safeguarding are allocated to the Progress managers and Progress tutors.

SUPPORTING CHILDREN IN SCHOOL

Brine Leas School is committed to ensuring the safety and wellbeing of all its students.

Brine Leas School continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

Brine Leas School will refer to the Government guidance for education and childcare settings on how to implement social distancing and will continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. Brine Leas School will ensure that, where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Brine Leas School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Headteacher and the local Authority.

We recognise that children may present differently when they return to school than they did prior to the lock-down; this does not mean that they have been in abusive situations; however, staff will be alert to the signs of abuse and will take appropriate action should they become aware of it. Staff and volunteers will be alert to new safeguarding concerns about individual children and in relation to children where there have never been concerns raised previously.

We have the following in place to ensure that all children have someone to talk to about their experiences of lockdown: Progress tutor phone calls, Phone calls by the pupil premium team, subject clinics via Zoom, Microsoft Teams interaction, advertising of external agencies via Twitter, school website and Newsletter. School is open daily for vulnerable children and those of key workers.

Where a member of staff is teaching children, who they do not normally come into contact with, the following is in place to ensure they are familiar with any safeguarding concerns relating to those children: All staff received reminders before lock down about children who were on the safeguarding 'radar'. Staff have received a list of children who are currently being monitored by the safeguarding team and do not need additional phone calls.

We have asked parents and carers to advise school of any changes regarding welfare, health and wellbeing that we should be aware of before a child returns.

SUPPORTING CHILDREN NOT IN SCHOOL

Brine Leas School is committed to ensuring the safety and wellbeing of all its children; including those children who are not attending school.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this communication plan will be recorded in the safeguarding file/CPOMS, and a record of contact will be made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Brine Leas School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan will be reviewed regularly (at least once a fortnight) and, where concerns arise, the DSL will consider any referrals as appropriate.

Brine Leas School will share safeguarding messages on its website, social media pages and send out communication to parents.

Brine Leas School recognises that school is a protective factor for children and the current circumstances, can affect the mental health of students and their parents/carers. Teachers at Brine Leas School need to be aware of this in setting expectations of students' work where they are at home.

They take appropriate action should any concerns arise including signposting to relevant support agencies, initiating an Early Help assessment or consulting with ChECS or adult social care.

REPORTING A CONCERN

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes verbally recording and making a written record of the concern.

In the unlikely event that a member of staff cannot access CPOMS from home, they should telephone and speak to the DSL/Deputy DSL/member of the Safeguarding team. This will ensure that the concern is received.

All Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concerns to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher. The Brine Leas School policy on allegations and Whistleblowing should be followed.

Concerns around the Headteacher should be directed to the Chair of Governors: Su Turner.

Communications which include sensitive data should be sent in a secure means e.g. Egress

All staff have been reminded of the requirement to record disclosures / concerns on the schools recording format. This was done via email by the HR manager.

SAFEGUARDING TRAINING AND INDUCTION

DSL training is very unlikely to take place whilst there remains a threat of the COVID- 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy).

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2020).

The following arrangements have been made to refresh staff knowledge around safeguarding prior to them returning to work: Staff were emailed with an updated safeguarding policy at the start of lockdown. This also included a quiz provided by SCIES which staff completed. Staff will receive a copy of this latest safeguarding policy before school fully re-opens to children. In addition the DSL has communicated with all staff the new local arrangements, so they know what to do if they are worried about a child. The local arrangement has not changed for Brine Leas School. Normal procedures should be followed and staff know this.

Where new staff are recruited, or new volunteers enter Brine Leas School, they will continue to be provided with a safeguarding induction.

Where staff are moved/offer support to another school, the school should seek assurance from their home school that the member of staff has received appropriate safeguarding training and a record will be kept of this.

Upon arrival, they will be given a copy of the receiving setting's Safeguarding and Child Protection Policy and confirmation of DSL arrangements, the COVID-19 addendum and confirmation of DSL arrangements.

SAFER RECRUITMENT/VOLUNTEERS AND MOVEMENT OF STAFF

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, Brine Leas School will continue to follow the relevant safer recruitment processes for our setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed, from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Brine Leas School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer, who has not been checked, be left unsupervised or allowed to work in regulated activity.

Brine Leas School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Brine Leas School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency it is essential, from a safeguarding perspective, that we as a school are aware, on any given day, which staff/volunteers will be in Brine Leas School, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Brine Leas School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

ONLINE SAFETY IN SCHOOLS AND COLLEGES AND FOR THOSE CHILDREN WORKING AT HOME

Brine Leas School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place. Advice has also been given to parents around internet safety via Twitter, the school ebsite and Newsletters.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and, where appropriate, referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Brine Leas School code of conduct. Information has been emailed out to remind all staff about appropriate procedures by The Deputy Headteacher.

Brine Leas School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. As there is no expectation that teachers should live stream or provide pre-recorded videos we have considered the approaches that best suit the needs of our children and staff and therefore we provide pre-recorded online

learning, Zoom clinics supervised by 2 members of staff in school, Zoom lessons delivered and accessed in school with a supervising member of staff. All other online material is provided and accessed via Microsoft Teams.

We have made parents and carers aware of what their children are being asked to do online, including the sites they will be asked to access. In addition we have made it clear who from Brine Leas School their child is going to be interacting with online. Parents have been made aware of sources of support and advice around internet safety for children.

Brine Leas School does not allow 'live' streaming of lessons unless both adults and children are inside the school building and there is a second, supervising adult.

The following information from SCIES is therefore not currently relevant but will be included to allow for future flexibility:

Below are some things staff have been told to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with students.
- Staff should record, the length, time, date and attendance of any sessions held and overview of content.

In addition, staff supporting remote learning have been told that they must record whether any safeguarding issues were noted. If concerns were reported/observed staff will record the detail of this and the date/time these were shared with the DSL as per normal safeguarding reporting processes.

An essential part of our online planning process has been to ensure that children who are being asked to work online have very clear reporting routes in place with Brine Leas School so they can raise any concerns whilst online.

As well as reporting routes back to Brine Leas School we have signposted children to age appropriate practical support from:

- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse
- [Childline](#) - for support

PEER ON PEER ABUSE

Brine Leas School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

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

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

Concerns must be shared with the Designated Safeguarding Lead as per normal safeguarding reporting processes and actions recorded.

RADICALISATION AND EXTREMISM

We are aware that the impact of COVID-19 on communities may give individuals and extremist organisations opportunities to promote hateful or harmful narratives. This may present in the form of graffiti, leafleting and stickering that is of an extremist nature. As a school we will consider the impact this material may have and encourage students to share any concerns if they feel worried, upset or anxious. Brine Leas School will report any concerns and take advice from: **Prevent Referrals:** 01606 362147

ACKNOWLEDGEMENT

This Addendum has been adapted from the Stowe Valley Multi Academy Trust Child Protection and Safeguarding Team. It was supplied to Brine Leas School by Cheshire East SCIES Team.

*Approved by LGB
24th August 2020
To be reviewed when required*