

Haydock High School



Child Protection & Safeguarding Policy

Designated Safeguarding Lead: Mrs J Wright

Deputy Designated Safeguarding Lead: Mrs C Douras

Policy Review Guidance	
Statutory	Yes
Review Cycle	Annually
Reviewer (s)	Full Governing Body
Member of Staff Responsible	Designated Safeguarding Lead
Last Reviewed	July 2020
Next Review Date	July 2021

1. Safeguarding and Children Protection Policy

1.1. Principle

Haydock High school fully recognises its responsibilities towards child protection and safeguarding children and young people and that we have an active role in protecting our students from harm and promoting their welfare.

We recognise that we may be the only stable, secure and predictable element in the lives of children and young people at risk, and so we will endeavour to maintain an environment where students can feel secure, are encouraged to talk and are listened to.

We aim to ensure that students can be supported through a school-wide ethos that promotes a positive, supportive and secure environment, valuing students' independence, feelings and individuality.

Staff and other adults who work with children and young people at Haydock High School will read this policy within the framework of the following guidance and legislation;

- Keeping Children Safe in Education: statutory guidance for schools and colleges (2020)
- Working Together to Safeguard Children (2018)
- Information Sharing (2015)
- What to do if you're worried a child is being abused (2015)
- Child sexual exploitation Definition and guidance... (2017)
- Children Act 1989
- Children Act 2004
- Education Act 2011
- Children and Families Act 2014

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children and young people who are students at this school. Our policy applies to all staff and volunteers (including temporary and supply); paid and unpaid, working in the school including governors. It is consistent with the St Helens Safeguarding Children Partnership procedures.

1.2. Responsibility for Safeguarding

The ultimate responsibility for safeguarding lies with the Governing Body. This responsibility is delegated to the Executive Headteacher, Head of School, Designated Safeguarding Lead and Safeguarding Team; however we recognise that, because of their day-to-day contact with children and young people and their direct work with families, school staff are well placed to observe the outward signs of abuse.

All staff and volunteers (including temporary and supply) in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage and can be the first point of disclosure for a child or young person. Concerned parents/carers may also contact the school and its governors.

1.3. Purpose of Policy

- To ensure clarity of whole school systems and procedures to support and monitor students who have a Child Protection Plan.
- To ensure clarity of whole school systems and procedures to support identified students who are causing concern.

- To ensure all staff and volunteers (including temporary and supply) understand their responsibilities in relation to safeguarding and child protection so that we can provide a safe and secure environment for our students.
- To support provision of a broad and balanced curriculum so that children and young people can continue to learn and develop academically, socially, behaviourally and emotionally.

1.4. Evaluation

- The designated safeguarding lead and safeguarding team will work with the designated governor and Governing Body to ensure the school's safeguarding and children protection policy and procedures are reviewed and updated regularly.
- The designated safeguarding lead will report annually to the governing body on the number of referrals.
- Trends in safeguarding concerns and child protection referrals will be reported by the designated safeguarding lead on a regular basis.
- Outcomes and evaluations from safeguarding training sessions will inform termly updates of the school's programme of continuous professional development.

1.5. Links with other policies

- Haydock Charter
- Behaviour policy
- Home-school agreement Policy
- Anti-bullying Policy
- SEND Policy
- Health and safety Policy
- Trips and Visits Policy
- Internet Safety Policy
- Managing Allegations Against Other Children Policy – Includes sexting
- Staff Discipline, Conduct and Grievance Policy
- Managing Allegations Against Staff and Volunteers Policy
- Sex and Relationships Education Policy
- Whistle Blowing Policy
- Positive Handling Policy
- Attendance Policy
- Mental Health Policy
- Curriculum Statement

1.6. Accordingly, the school will:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk, and are listened to.
- Ensure that designated safeguarding lead, safeguarding team and a governor are responsible for safeguarding and child protection and that they receive appropriate training and support for the role.
- Ensure that every member staff (including temporary and supply staff and volunteers) and every member of the governing body knows the name of the designated safeguarding lead responsible for safeguarding and child protection and their role.
- Ensure every member of staff (including temporary and supply staff and volunteers) knows and understands their responsibility for safeguarding and child protection as clearly outlined in Part 1 of Keeping Children Safe in Education 2020.

- Ensure that all staff receive requisite training annually, to support awareness of indicators of different forms of abuse and how to respond appropriately to students who make allegations of abuse.
- Refresh staff and volunteers (including temporary and supply) understanding and knowledge of safeguarding protocol, policy and procedure at the beginning of every academic year.
- Refer cases of suspected abuse to the Children and Young People's Service and/or the police whilst offering support and advice to students and staff.
- Follow up referrals to ensure that the referral is being dealt with appropriately and in a timely fashion.
- Attend and take part in core groups and conferences as and when required.
- Develop effective partnerships with relevant agencies and co-operate as required with all enquiries regarding safeguarding and child protection.
- Pass on to agencies any subsequent information relevant to the referral as and when this becomes available.
- Keep written records of concerns about children and young people, even where there is no need to refer the matter immediately.
- Keep secure, confidential and accurate records of students who have a safeguarding or child protection plan and of referrals made, separate from the main student file.
- Recognise and ensure that all matters relating to safeguarding and child protection remain confidential.
- Ensure that the whole school employs methods of sharing information in relation to safeguarding matters which respect at all times the confidential and sensitive nature of that information.
- Recognise that decisions in relation to sharing safeguarding information affecting individual children and young people are the responsibility of designated senior leaders.
- Ensure that children and young people and parents/carers have an understanding of the responsibility placed on the school for safeguarding and child protection by setting out its obligations on the school's website and making sure all are aware of whom they can approach in the school if they are worried.
- Investigate allegations made against any member of staff or volunteer (see whistle-blowing policy, policy on managing allegations against staff and volunteers, SCP guidance, school disciplinary procedures and policy on care, control and restraint)
- Any allegation made against the Headteacher should be reported by the Chair of Governors to the local authority.
- Ensure that staff are able to raise concerns about poor or unsafe practices in relation to safeguarding and child protection and that these are addressed effectively.
- Ensure safer recruitment practices are always followed (refer to Keeping Children Safe in Education 2020).
- Ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 1998 and General Data Protection Regulations.
- Include in the curriculum, opportunities which will equip students with the skills they need to recognise abuse, stay safe and adopt safe practices.
- Draft and maintain a written protocol with the main contractor involved with construction work at Haydock High School to ensure compliance with safeguarding requirements.
- Ensure every member of staff (including temporary and supply staff and volunteers) knows and understands the staff code of conduct and good practice in relation to safer working practices. Appendix 4

1.7 Children and young people who may be particularly vulnerable

Some children and young people may have an increased risk of abuse/neglect. It is important to understand that this increase in risk is due more to societal attitudes and assumptions and safeguarding and child protection procedures that fail to acknowledge children and young people's diverse circumstances, rather than the individual child or young person's personality, impairment or circumstances.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. Some groups such as SEND can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration.

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

- missing education/missing from education;
- disabled or have special educational needs;
- young carers;
- looked after children;
- previously looked after children
- allocated a social worker
- privately fostered children;
- receiving Early Help support/intervention;
- affected by domestic abuse;
- affected by substance misuse/drug use;
- affected by mental health issues including self-harm and eating disorders;
- affected by poor parenting;
- at risk of fabricated or induced illness;
- at risk of gang and youth violence;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc;
- live transient lifestyles;
- LGBT (lesbian gay bisexual transgender);
- missing from home or care;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- vulnerable to extremism or radicalisation;
- vulnerable to faith abuse;
- involved directly or indirectly in child sexual exploitation CSE or trafficking;
- do not have English as a first language;
- attending an alternative provision
- at risk of Honour Based Violence (HBV) including; female genital mutilation (FGM) and forced marriage.

This list provides examples of additional vulnerable groups and is not exhaustive.

1.8 Helping children and young people to keep themselves safe

Students are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.

Our approach is designed to help children and young people to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and young people and promote sensible behaviour rather than fear or anxiety. Students are taught how to conduct themselves and how to behave in a responsible manner. They are also reminded regularly about e-safety, including sexting and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and young people and the emotional health and wellbeing of our students is important to us. Students are encouraged to speak to a member of staff in confidence about any worries they may have. However, all our students are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

2. Terminology

2.1. Significant Harm

This concept was introduced by the Children's Act 1989 as the threshold for intervention in family life for the protection of children/young people. There are no absolute criteria on which to rely.

It is necessary to consider:

- The severity of ill treatment
- The degree and extent of physical and emotional harm
- The duration and frequency of abuse and neglect
- The extent of pre-meditation and the degree of threat and coercion

2.2. Categories of Abuse

- Physical
- Sexual
- Emotional
- Neglect

2.2.1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child or young person.

May involve:

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating
- Otherwise causing physical harm to a child or young person

Indicators include:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries

- Admission of punishment, which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away
- Mental health problems

This list provides examples, it is not exhaustive.

2.2.2 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children or young people in looking at, or in the production of, pornographic material, or encouraging children or young people to behave in sexually inappropriate ways.

May involve:

- Forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware.
- Physical contact, including penetrative and non-penetrative acts;
- Non-physical contact, e.g. looking at or involvement in making pornographic material, watching sexual activity including sexual images, encouraging children or young person to behave in sexually inappropriate ways.

Indicators include:

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need reassurance
- Tendency to cry easily
- Regression to younger behaviour such as thumb sucking, acting like a baby
- Complaints of genital itching or pain
- Distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbance or nightmares
- Chronic illness, especially throat infection or venereal disease
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing e.g. for sport
- Phobias or panic attacks
- Not all sexually abused children/young people will show clear signs of disturbance. Some will be model students displaying none of the characteristic signs of sexual abuse.
- Mental health problems

This list provides examples, it is not exhaustive.

2.2.3 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child or young person causing severe and persistent adverse effects on the child or young person's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children or young people, causing children or young people to feel frightened, or in the exploitation or corruption of children or young people. Some level of emotional abuse is involved in all types of maltreatment of a child or young person, though it may also occur alone.

May involve:

- Conveying to children or young people they are worthless or unloved, inadequate, or not valued
- Age or developmentally inappropriate expectations.
- Causing children or young people frequently to feel frightened or in danger.
- Exploitation or corruption.

Indicators include:

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging
- Social isolation
- Desperate attention-seeking behaviour
- Depression, withdrawal
- Air of detachment ('don't care' attitude)
- Mental health problems

This list provides examples, it is not exhaustive.

2.2.4 Neglect

Persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child or young person's health or development.

May involve:

- Failing to provide adequate food, shelter and clothing.
- Failing to protect a child or young person from physical harm or danger.
- Failing to ensure access to appropriate medical care or treatment.
- Neglect of, or unresponsiveness to, a child or young person's basic emotional needs.

Indicators include:

- Constant hunger
- Poor personal hygiene

- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or poor attendance
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Mental health problems
- Neurotic behaviour
- Poor or no social relationships
- Running away
- Compulsive stealing or scavenging
- Poverty and neglect are totally different – they are not equivalent states.

This list provides examples, it is not exhaustive.

2.2.5.1 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on females aged between 4 and 13, but in some cases it is performed on new-born infants or on young women before marriage or pregnancy.

Raising awareness of FGM is considered in the context of the school's curriculum and from 2014 onwards it has been included in the curriculum for Year 9 students. It is also a matter that Haydock High School had included in its school's Safeguarding and Child Protection Policy in light of the need to raise awareness amongst staff and to ensure appropriate staff training is provided for designated safeguarding lead and team. The designated safeguarding lead will seek to access appropriate training and will raise awareness of the possible indicators of potential or actual FGM amongst other staff.

Indicators include:

- Children talking openly about FGM
- A girl confiding that she has had a "special procedure" or has attended a ceremony to "become a woman"
- Parents stating that they need to take a 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 having difficulty walking, sitting or standing
- A girl spending longer than normal periods in the lavatory
- A girl complaining of menstrual or bladder problems
- Prolonged absences from school or change in behaviour after a prolonged absence from school.
- A girl being reluctant to undergo normal medical examinations
- A girl talking about discomfort or pain between her legs

This list provides examples, it is not exhaustive.

2.2.6 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 or 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. Staff should be mindful of looking out for signs of CSE, which can include:

- Going missing for periods of time.
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Mood swings or changes in emotional wellbeing.
- Drug and alcohol misuse.
- Displaying inappropriate sexualised behaviour.

This list provides examples, it is not exhaustive.

Child Criminal Exploitation (CCE)

Child criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulation or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for financial or other advantage of the perpetrators or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children and young people being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket or to threaten other children or young people. Staff should be mindful of looking out for signs of CCE, which can include:

- Going missing for periods of time.
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Mood swings or changes in emotional wellbeing.
- Drug and alcohol misuse.
- Regularly missing school or education or do not take part in education

This list provides examples, it is not exhaustive.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other forms of 'deal lines'.

Exploitation is an integral part of county lines offending model with children, young people and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children and young people can be targeted and recruited into county lines in a number of locations including schools, further or higher education institutions, pupil referral units, special education needs schools, children's homes and care homes. Children and young people can easily become

trapped by this type of exploitation as county lines gangs create drugs debts and can threaten serious violence and kidnap towards the victims (and their families) if they attempt to leave the county line network. Staff should be mindful of looking out for signs of county lines, which can include:

- Going missing for periods of time.
- Increasing drug use, or being found to have large amounts of drugs on them
- Appearing with unexplained money, phone(s), clothes or jewellery.
- Associating with other young people involved in exploitation.
- Mood swings or changes in emotional wellbeing.
- Increasingly disruptive or aggressive behaviour
- Regularly missing school or education or do not take part in education

This list provides examples, it is not exhaustive.

2.2.7 Prevent

'Prevent' is part of the Government's counter-terrorism strategy to stop people becoming terrorists or supporting terrorism. It seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life. Publicly funded schools are required to promote community cohesion, a duty first introduced through the Education and Inspections Act 2006.

Protecting children from extremist and violent views

The Department of Education (DofE) notes that schools can help to protect children and young people from extremist and violent views in the same ways that they help to safeguard children and young people from drugs, gangs and alcohol. Haydock High School has interpreted 'Prevent' in that context. It will make every effort to protect children and young people from harm and to ensure that they are taught in a way that is consistent with the law and the country's values.

Haydock High School's response to Prevent

In line with the guidance to schools as set out on the Prevent website, Haydock High School will:

- Create explicit value statements within its policy framework that are inclusive of all students.
- Review regularly its curriculum, student participation and safeguarding processes.
- Develop critical personal thinking skills in its students.
- Implement social and emotional aspects of learning.
- Explore and promote diversity and shared values between and within communities.
- Challenge abusive and hateful attitudes towards religious, ethnic and other minority groups
- Support those at risk of being isolated.
- Build ties with all local communities, seeking opportunities for linking with other schools.
- Use 'safe to learn' anti-bullying strategies to minimise hate and prejudice-based bullying.
- Use restorative approaches to repair harm caused.

The Prevent for Schools website also suggests that schools can demonstrate good leadership and management in tackling extremism by:

- Working with Safer School Partnerships police officers and local authority (LA) Prevent staff to deliver training to staff, parents/carers and governors.
- Facilitating sessions with local police, LA Prevent staff, teachers and governors, for example, on internet safety.

Although the DofE has not set a requirement for schools or nurseries to have Prevent training for staff, Haydock High has made a commitment to training key members of staff. Initial training took place in September 2014 and updated provided June 2019.

2.2.8 Peer on Peer Abuse

Peer on peer abuse features physical, emotional, sexual and financial abuse of a child and young person by their peers. Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible. While perpetrators of peer on peer abuse pose a risk to others, they are often victims of abuse themselves.

This is likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, pulling hair, 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 or part of a broader pattern of abuse;
- upskirting, which typically involves taking picture under a person's clothing without them knowing, 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
- sexing (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals

This list provides examples, it is not exhaustive.

2.2.9 Serious Violence

Serious violence concerned with specific types of crime including serious assault, homicide, knife crime, and gun crime, areas of criminality where serious violence or its threat is inherent, such as in county lines drug dealing.

The indicators, which may signal that children or young people are at risk from or are involved in serious violent crime may include:

- increased absence from school,
- a change in friendships or relationships with other individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries;
- unexplained gifts or new possessions could also indicate that children or young people have been approached or are involved with individuals associated with criminal networks or gangs.

This list provides examples, it is not exhaustive.

2.2.10 Forced Marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

2.2.11 Honour-Based Violence

The terms “honour crime” or “honour-based violence” or “izzat” embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the “shame” or “dishonour” of the family. It can be distinguished from other forms of abuse, as it is often committed with some

Handling cases of Forced Marriage

2.2.12 Domestic Abuse/Violence

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members, regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional.

All children and young people can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact. In some cases, a child or young person may blame themselves for the abuse or may have had to leave the family home as a result.

Haydock High participates in Operation Encompass. It helps police and schools work together to provide emotional and practical help to children and young people. The system ensures that when police are called to an incident of domestic abuse, where there are children or young people in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or young person arrives at school the

following day. This ensures that the school has up to date relevant information about the child or young person's circumstances and can enable support to be given according to their needs.

2.2.13 Private Fostering

A private fostering arrangement is essentially an arrangement between families/households, without the involvement of a local authority, for the care of a child or young person under the age of 16 (under 18 if disabled) by someone other than a parent or close relative (close relatives are parents, step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. This could be an arrangement by mutual agreement between parents and the carers or a situation where a child or young person has left home against their parent/carer's wishes and is living with a friend and the friend's family.

The period for which the child or young person is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Privately fostered children or young people are a diverse, and sometimes vulnerable, group. Groups of privately fostered children and young people include:

- Children and young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Asylum seeking and refugee children;
- Teenagers who, having broken ties with their parents, are staying in short term arrangements with friends or other non-relatives;
- Children and young people of prisoners placed with distant relatives;
- Language students living with host families;
- Trafficked children and young people

Private foster carers and those with parental responsibility are required to notify a LA children's social care of their intention to privately foster or to have a child or young person privately fostered or where a child or young person has been privately fostered in an emergency. If you suspect a child or young person is being privately fostered, concerns should be reported to the designated safeguarding lead or safeguarding team (Appendix 1).

3. Child Protection Guidelines

Where we have concerns about the welfare of a child or young person we will follow the procedures set out by the St Helens Safeguarding Children Partnership (SCP). A copy of these procedures can be found on the St Helens Safeguarding Partnership website: <https://sthelenssafeguarding.org.uk/scp>

Safeguarding and child protection spans a very wide spectrum, from over chastisement to serious sexual abuse, neglect and physical harm. Children and young people may confide in trusted staff. Staff may also become suspicious that a child or young person may be being abused from their appearance and/or behaviour.

Basic outlines of the system for reporting are detailed at the end of this publication. In particular for new staff, the following information will also provide additional assistance in recognising various aspects of abuse outlined above. All new staff and volunteers (including temporary and supply) will receive an immediate training session on safeguarding and child protection. All staff and volunteers (including temporary and supply) will receive an annual update on the Safeguarding and Children Protection Policy and systems. As well as build an understanding of:

- The school's legislative responsibility

- Their personal responsibility
- The school's policies and procedures
- The need to be alert to the signs and indicators of possible abuse
- The need to record concerns
- How to support and respond to a child who tells of abuse
- How the school will fulfil its duty of care to staff who have been accused in a child protection issue
- What other independent agencies are available to support staff (e.g. TUs, Teacher Support Network etc.)

If any staff and volunteers (including temporary and supply) suspects abuse or is told of abuse, they must immediately inform the designated safeguarding lead who will offer guidance, assess the situation and contact the relevant outside agencies, if necessary. All concerns must be reported via CPOMS, procedure can be found at the end of this publication. Allegations against staff or other adults working with children/young people must be reported to the Executive Headteacher immediately.

We will ensure that all staff, paid, unpaid and governors recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children or young people and those concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.

We will ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to safeguarding and child protection by setting out these duties and this policy on the school website.

The school will:

- Ensure that the designated safeguarding lead and safeguarding team take advice from a safeguarding/child protection specialist when managing complex cases. The designated safeguarding lead and safeguarding team have access to the Single Point of Access Advice Line; Early help Coordinators and the out-of-hours duty team.
- Work to develop effective links with relevant services to promote the safety and welfare of all students.
- Co-operate as required, in line with Working Together to Safeguard Children, 2015, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant social worker immediately if; we should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently), there is an unexplained absence of a student who is subject to a Child Protection Plan or there is any change in circumstances to a student who is subject to a Child Protection Plan.

3.1 Record Keeping

The school will:

- Keep clear, detailed, accurate, written records of concerns about children and young people (noting the date, event and action taken), even where there is no need to refer the matter to children's social care immediately.
- Ensure all records are kept securely using CPOMS; separate from the main student file, and in a locked location.

- Ensure all relevant safeguarding and child protection records are sent to the receiving school or establishment when a student moves schools in accordance with the education child protection record keeping guidance.

3.2 Confidentiality and information sharing

We recognise that all matters relating to safeguarding and children protection are confidential. Safeguarding and child protection information will be stored and handled in line with the Data Protection Act 1998 principles and General Data Protection Regulations. The Data Protection Act and General Data Protection Regulations do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child or young person.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children/young people and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a student or parents/carers to see child protection records, they will refer the request to the designated safeguarding lead or Executive Headteacher.

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the designated safeguarding lead or children's social care as required.
- Ensure that the Executive Headteacher or designated safeguarding lead and safeguarding team will only disclose any information about a student to other members of staff on a 'need to know' basis, including domestic violence notifications.
- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children and young people.
- Ensure staff are clear with children and young people that they cannot promise to keep secrets.
- Ensure that statutory guidance on recording allegations against adults are followed – (see managing allegations against staff and volunteers policy).

3.3 Communication with Parents/Carers

The Safeguarding and Child Protection Policy is made available to all parents/carers via the school website.

The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to safeguarding and child protection by setting out its duties on the school website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents/carers could increase the risk to the child or young person or exacerbate the situation, advice will be sought from children's social care.

3.4 Procedures for staff where there are concerns about a child.

These safeguarding procedures must be followed where there are any concerns about a child or young person that may fit into the categories of abuse, or if a child or young person discloses information of concern.

- Report your concern to the designated safeguarding lead and safeguarding team using CPOMS (Appendix 1). It can be accessed via the internet using any device and by inputting <https://haydock.cpoms.net/auth/identity?origin=https://haydock.cpoms.net/>.
- Safeguarding and child protection must take precedence above all else and can initially be passed on verbally. However as soon as possible, it must be reported on CPOMS. Reports should be filled in completely and should be as accurate and factual as possible to be about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations should not be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.
- Remember confidentiality, and do not discuss your concern with others unnecessarily.
- Do not discuss your concerns with parents/carers unless this has been specifically agreed and authorised by the designated safeguarding lead.

3.5 What to do if a child or young person discloses something to you

When a child or young person makes a disclosure (tells you something of concern), always follow the four Rs: Receive, Reassure, React and Record. For additional information see Appendix 1.

Receive

- Listen to the child or young person. If you are shocked at what the child or young person says to you try not to show it. Take what the child or young person says to you seriously - if they are not believed it adds to the traumatic nature of disclosing. If they meet with shock or disbelief, children or young people may retract what they have said.
- Accept what the child or young person says. Be careful not to burden the child or young person with guilt by asking, "Why didn't you tell me before?"

Reassure

- Stay calm. Reassure the child or young person that they have done the right thing in talking to you. Be honest with the child or young person. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now".
- Do not promise confidentiality
- Try to alleviate any feelings of guilt that the child or young person displays, e.g. "You are not alone - you are not the only one this sort of thing has happened to".
- Acknowledge how hard it must have been for the child or young person to tell you what has happened.

React

- React to the child or young person only as far as is necessary for you to establish whether or not you need to refer the matter.
- Do not interrogate the child or young person or make investigations with third parties to establish any of the facts.
- Avoid asking leading questions, for example "Did s/he?"
- Be careful about what you ask the child or young person; you may taint any evidence being put before a court. Use open questions, such as, "Is there anything else you would like to tell me?" or "When did it happen?"
- Do not criticise the perpetrator. The child or young person may love him/her and reconciliation may be possible.
- Do not ask the child or young person to repeat what has been said to another member of staff.

- Explain what you have to do next and to whom you have to talk to.
- Inform the designated safeguarding lead and safeguarding team

Record

- As soon as is reasonably practicable make notes on what has happened using Welfare Concern on CPOMS. This will automatically alert the designated safeguarding lead and safeguarding team
- Do not destroy these notes; they will be retained in a safe place. The court in any legal process may require them.
- Record; place, date, time and details of the child and young person involved. Record any noticeable nonverbal behaviour of the child and young person. If the child and young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words.
- Use the 'bodymap' on CPOMS incident log to indicate positioning, size and location of any injuries you have identified/observed.
- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT.

Supporting the child or young person

- Give the child or young people time and a safe place. Stay with them and be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation.
- Identify the support network available to yourself, as certain disclosures can be emotive. This may include staff counselling services.

3.6 Supporting Staff

We recognise that staff and volunteers (including temporary and supply) working in the school who have become involved with a child or young person who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Head Teacher, Deputy Heads, Heads of Years or your Head of Department, are all available to talk through issues, which may be upsetting or concerning any member of staff involved in a particular case.

Staff should also be aware that they need to protect themselves from any form of suspicion and class groups should make sure that, as far as is possible, no member of staff is alone with a child or young person in an intimate situation e.g. other adults have access at all times and that volunteers and students are never left alone.

3.6.1 Allegations against Staff

We understand that a student may make an allegation against a member of staff and volunteers (including temporary and supply).

If such an allegation is made, the member of staff receiving the allegation must immediately inform the Executive Headteacher.

The Executive Headteacher on all such occasions will consult with the LA (local authority) Lead Officer for CP.

If the allegation made to a member of staff concerns one or both of the Executive Headteacher, the designated teacher must immediately inform the Chair of Governors who will consult with the LADO Local Authority Designated Officer for Child Protection.

The school will follow the LA procedures for managing allegations against staff, a copy of which is readily available in the school. As well as what is set out in the school's managing allegations against staff and volunteers policy, Keeping Children safe in Education 2020 and the SCP's guidance, available on St Helens SCP website.

The school will ensure that any disciplinary proceedings against staff relating to safeguarding/child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended- (refer to Teacher Appraisal and Capability policy.)

Consideration must be given to the needs of the child or young person and recognition that a child or young person may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child or young person to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff and volunteers (including temporary and supply), are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children and young person, especially those with a disability or who are vulnerable. All staff and volunteers (including temporary and supply) will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that staff and volunteers (including temporary and supply) are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny (see social media policy).

3.6.2 Use of personal mobile phones during school hours

Personal mobile phones should not be used in class. If a text or an e-mail needs to be sent then it must be done away from the class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones must not be used to take photographs of school activities

All incidents involving child or young person produced sexual imagery or what is known as sexting will be responded to in line with this policy and where a student may make an allegation against

another student, we will follow the guidance in our Managing Allegations Against Other Children Policy.

3.6.2a Photography using mobile phones

Nearly all mobile phones have in built cameras and that if used whilst at work, in school, an allegation could be made that a member of staff has taken inappropriate images with those cameras. Staff and volunteers (including temporary and supply) should always use school-owned cameras or tablets if taking photographs of children and young people.

3.7 Physical Restraint of Students

Section 550A of the Education Act 1996, inserted by section 4 of the Education Act 1997, provides the circumstances in which a member of staff in the school may restrain a student.

In summary, a member of the staff of a school may use, in relation to any student at the school, such force as is reasonable in the circumstances for the purpose of preventing the student from doing or (continuing to do) any of the following:

- Committing an offence.
- Causing personal injury to, or damage to the property of any person (including the student themselves).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among the students, whether that behaviour occurs during a teaching session or otherwise.

Staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. During physical restraint or intervention the teacher should give a verbal commentary on why and how they are going to intervene to ensure safety.

We understand that physical intervention of a nature, which causes injury or distress to a child or young person, may have to be considered under child protection or disciplinary procedures

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of student. In this school:

- There will be staff trained in the use of physical restraint;
- All staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- Training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of students;
- Training will include information about the effects of medications students may be receiving and how restraint procedures might affect the physical wellbeing of the student during restraint procedures;
- Training will include multiple methods for monitoring a student's well-being during a restraint.

3.8 Whistle blowing

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers (including temporary and supply) should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Reference to the ways in which concerns may be raised is included in the Haydock High School Whistleblowing Policy.

3.9 Bullying

Our policy on Anti Bullying is set out in a separate policy and make explicit that to allow or condone bullying may lead to consideration under safeguarding/child protection procedures.

3.10 Racist /Sexist/Homophobic Incidents

This school rejects and abhors all aspects of sexist, racial, homophobic and non-specific abuse.

The school has updated its Equality Duty that covers discrimination on the grounds of gender, race, religion and belief and sexual orientation.

It is ESSENTIAL that staff and volunteers (including temporary and supply) involved in such incidents, prepare a statement as soon as possible.

This will assist immediate action being taken. Staff and volunteers (including temporary and supply) should not leave the premises without reporting such events to a member of the Leadership Team.

The school will provide support as appropriate.

3.11 Prevention of harm to students

We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children and young people feel secure and are encouraged to talk and are always listened to.
- Ensure that all children and young people know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE/Citizenship, cross curricular themes and targeted focus groups which equip children and young people with the skills they need to stay safe from harm and to know whom they should turn to for advice and help.

3.12 Health & Safety

Our Health & Safety policy is set out in a separate document. This policy reflects the consideration we give to the protection of our students and staff both within the school environment and when away from the school taking part in school trips and visits.

4. Safer Recruitment and Selection

The school pays full regard to the statutory guidance for schools and colleges; Keeping Children Safe in Education (2020) – Part Three: Safer Recruitment.

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children and young people as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).

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

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- This school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff.
- All new appointments to our school workforce who have lived outside the UK will be
- subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made.
- Staff responsible for recruiting and appointing must be suitably qualified and have successfully completed the on-line Safer Recruitment Training or other appropriate Safer Recruitment training.

Appendix 1 – Reporting a Welfare Concern @ HHS Please report any welfare concerns via CPOMS.

NB. If you feel there is an immediate risk, you must report concern to Mrs Wright (DSL), Mrs Douras (DDSL) or Mr Abram (HoS) immediately via a telephone call or a face to face conversation. The concern must still be logged in CPOMS, ASAP.

CPOMS Instructions:

Log on to CPOMS system

Search for Student via Surname Select Incident tab and then click New Incident

Record concern, please

- State concern - distinguish fact from opinion, for example 'In my professional opinion, Student A has looked unkempt for several weeks'.
- Provide date & time (if different to the time of logging concern)
- State any action(s) – for example 'I took the Student B to Student Services'

Under Categories select Welfare Concern. Please do not select any other category.

Add Link Student(s), if required.

Check Mrs Wright (DSL) and Safeguarding Team are listed as Alert Staff Members.

Press Add Incident

Additional Information: CPOMS will alert Mrs Wright (DSL) and Safeguarding Team when a welfare concern is logged and will decide on the most appropriate action, these will be recorded in CPOMS.

Please do not contact home regarding your concern nor discuss it with staff, apart from Mrs Wright (DSL), Safeguarding Team or Mr Abram (HoS).

If you would like feedback, please ask, however you may not be able to be provided with specific details.

If you have any worried or unhappy about how a welfare concern has been dealt with please speak with Mrs Wright (DSL), Safeguarding Team or Mr Abram (HT).

Appendix 2 -Safeguarding Legislation and Guidance

Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Counter Terrorism and Security Act 2015

Section 26 Applies to schools and other providers;
To have due regard to the need to prevent people being drawn into terrorism.

Statutory Guidance

Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Keeping Children Safe in Education (2020) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools
College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf **All staff should read Part One of this guidance. All staff receive a copy of this document on induction and updates are emailed as published.**

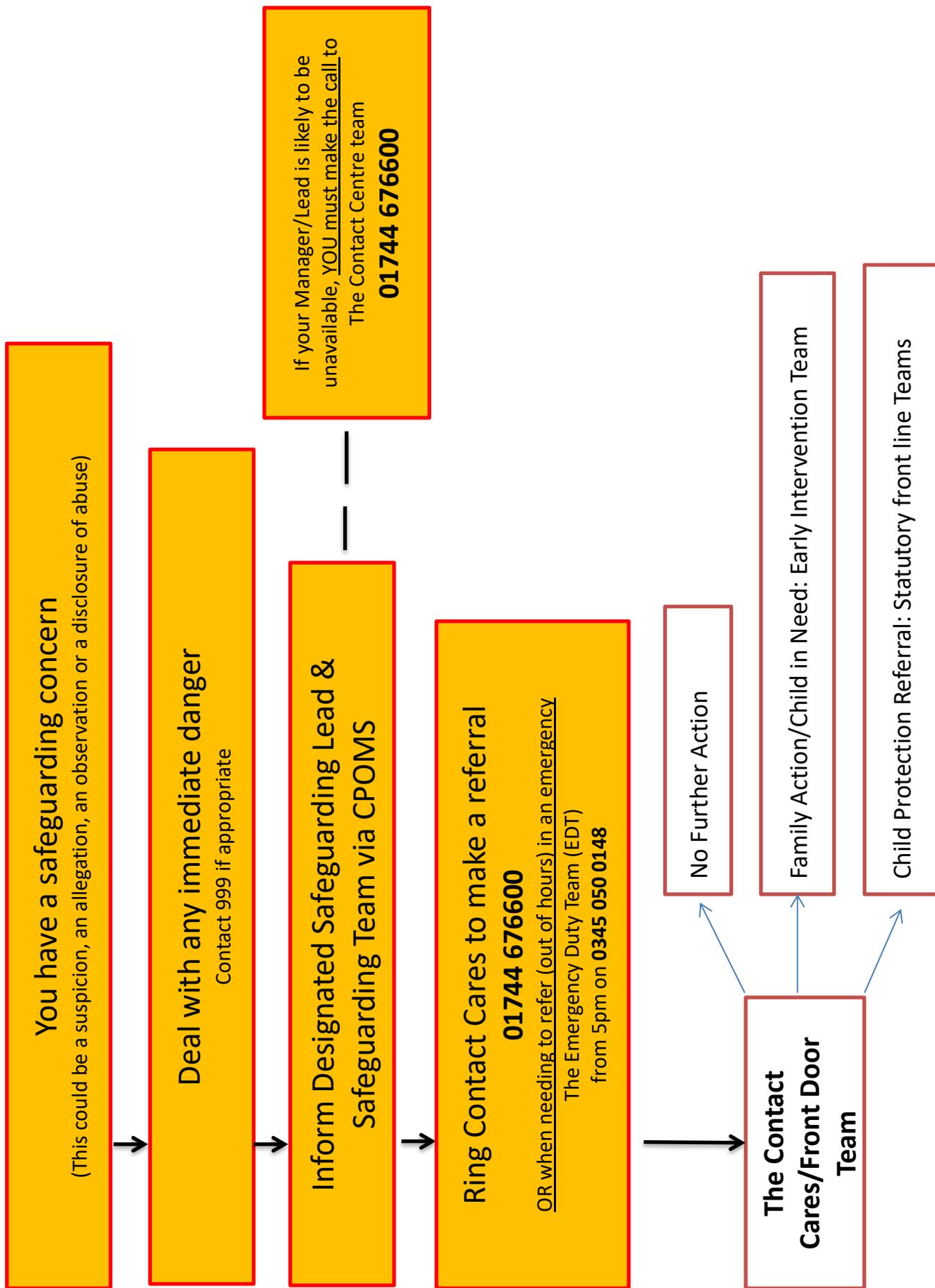
Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.
<https://www.gov.uk/government/publications/prevent-duty-guidance>
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Teaching Standards

The Teacher Standards 2011 (updated July 2013) state that teachers, including head teachers should safeguarding children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

St. Helens process for reporting concerns about children (Under 18)



Appendix 4 – Good Practice Guidelines and Staff Code of Conduct

To meet and maintain our responsibilities towards students there needs to be agreed standards of good practice which form a code of conduct for all staff.

Good practice includes:

- Treating all students with respect.
- Being alert to changes in students' behaviour and to signs of abuse and neglect.
- Recognising that challenging behaviour may be an indicator of abuse.
- Setting a good example by conducting ourselves appropriately, including online.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students including challenging inappropriate or discriminatory language or behaviour.
- Avoiding behaviour or language which could be seen as favouring students.
- Avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with students.
- Reading and understanding the school's safeguarding and child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
- Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students. Avoiding the use of sexualised or derogatory language, even in joke.
- Being clear on professional boundaries and conduct with other staff when students present.
- Being aware that the personal, family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force only as a last resort and in compliance with school procedures.
- Dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- Referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care.
- Following the school's rules with regard to communication with students and use of social media and online networking.
- Avoiding unnecessary time alone with students and risk manage any time alone or 1:1 working.
- Avoiding sharing excessive personal information with students

Safer Working Practices in Education guidance 2019

<https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>