



Abbey Gate College

POLICY: Safeguarding	
Scope	Whole College
Responsibility	DSL
Review & Update	April 2022
Governor Approval	Andrew Grime & Sean Gardner

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Policy Statement (1)

The purpose of our whole College Safeguarding Policy and procedures is to promote the welfare of children and protect them from harm. All staff (full-time/part-time/peripatetic staff/volunteers and governors) are fully committed to the safeguarding of children and receive regular update training in safeguarding to confirm their understanding of the policy and their respective responsibilities.

Safeguarding relates to:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

'Safeguarding' is an umbrella term encompassing the whole safety and well-being of a child (defined as being under 18 years of age) and recognises the importance of the preventative agenda and early intervention. Child protection is a part of safeguarding and promoting welfare.

This policy has regard to the following guidance and advice, and full details about each of these publications is available on the publications section of www.gov.uk

- **Keeping Children Safe in Education** (September 2021) – 'KCSIE'
 - **Disqualification under the Childcare Act 2006** (June 2006)
 - **What to do if you're worried a child is being abused: advice for practitioners** (March 2015)
 - **National Police Chiefs' Council – 'When to call the police'**.
 - **Working Together to Safeguard Children** (September 2018 – updated September 2019)
 - **Information sharing:** (2018)
 - **Prevent Duty Guidance: for England and Wales (July 2015)**
 - **Revised Prevent Duty Guidance for England and Wales** (March 2016)
 - ◆ The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - ◆ The use of social media for on-line radicalisation (July 2015)
 - **Sexual violence and sexual harassment between children in schools and colleges (May 2018).**
 - **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (published 27 March 2020 – withdrawn 31 July 2020).**
Safeguarding and remote education during coronavirus (COVID-19).
 - **Preventing and Tackling Bullying**
 - **Mental Health and Behaviour in Schools**
 - **Public Health England guidance: Promoting children and young people's emotional health and wellbeing.**

This policy also takes into account the procedures and practice of Cheshire West and Chester Local Authority – Cheshire West and Chester Safeguarding Children Partnership

in line with Working Together 2018. We recognise the importance of our role in contributing to multi-agency working and will be fully engaged, involved and included with other agencies in the interests of our pupils in line with 'Working Together – 2018' while at all times having the best interests of the child as a focus.

Policy Statement (2)

- 1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties on the College website at www.abbeygatecollege.co.uk. It should be read in conjunction with the College's *Anti-Bullying, Behaviour, Missing Child, PSHE, SEND, and Whistleblowing* policies.
- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *Equal Opportunity* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The most recent updates were made on account of updated Government guidance and review of Key Personnel.

Key Personnel

- 1) Nerys Moses: Designated Senior Lead for Safeguarding (Whole College)
- 2) Louise Poyser: Deputy DSL (Senior School)
- 3) Corinna Travis: Deputy DSL (Infant & Junior School, incl. EYFS)
- 4) Craig Jenkinson: Head (Whole College)
- 5) Marie Hickey: Head of Infant & Junior School
- 6) Janet Starmer: Professional Counsellor (by appointment)
- 7) Patricia Sheckley: Counsellor & Lead First-Aider
- 8) Andrew Grime: Chair of Governors
- 9) Sean Gardner: Chair of Pastoral & Wellbeing Committee (Governor with specific responsibility for Safeguarding & Prevent)

Statement of Intent

Safeguarding and promoting the welfare of children is everyone's responsibility and all staff at Abbey Gate College are aware of their duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

No single professional can have a full picture of a child's needs and circumstance. Everyone who comes into contact with children and their families has a role to play in

identifying concerns, sharing information and taking prompt action. This policy gives guidance about actions to be taken by staff who have concerns about a child and the role of the DSL (Designated Safeguarding Lead) and DDSL (Deputy Designated Safeguarding Lead).

All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role that they might be expected to play in such assessments. Section 17 of the Children Act 1989 states that it is the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need; and so far as it is consistent with that duty, to promote the upbringing of such children by their families. Section 47 is initiated to decide whether and what type of action is required to safeguard and promote the welfare of a child who is suspected of, or likely to be, suffering significant harm.

Children are made aware that if they are worried, they can approach any member of staff at College, at any time. Specific staff are highlighted to pupils to ensure that they are aware that they will be listened to and early help will be provided. We are committed to provide opportunities throughout the whole College, within our PSHE and RSE curriculum and related curriculum, to enable pupils to understand what abuse is and how best to keep themselves safe; including when they are online. Additionally, anonymous reporting is available to all Senior School pupils through the 'Whisper' platform, promoted around school.

Definitions (1) – Types & Signs of Abuse

Abuse is 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 and this can be face-to-face and/or online. Staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of College and from other contexts. Children can be abused by an adult or adults or by another child or children ie peer on peer.

Abuse can be:

- Physical
- Emotional
- Sexual; and/or
- Neglect.

All College staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Peer-on-Peer Abuse: This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes bullying, cyberbullying, sexual violence harassment and taking and/or sharing

inappropriate images. We recognise that the behaviour in question is harmful to both the perpetrator and the victim. Behaviour may be intimate or non-intimate. Further details can be found in the Peer-on Peer section of this policy.

County Lines: where vulnerable people are exploited to become involved in transporting illegal drugs within the UK.

Domestic Abuse: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or who have been, intimate partners or family members regardless of gender or sexuality. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Homelessness: being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

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

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve 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.

Sexual Abuse: involves forcing or enticing a child or young person 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. They 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions (2) – Specific Safeguarding Issues

Behaviours linked to drug taking, alcohol abuse, truancy and taking and/or sharing of nude/semi-nude images put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender based violence/violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

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

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

Child Criminal Exploitation (CCCE): where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into a criminal activity. Indicators can be:

- Unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;

- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

So Called 'Honour Based' Abuse : encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing.

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

Special Educational Needs and/or Disabilities: Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- 1) Assumption is that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- 2) The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- 3) Communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Children who go missing from School: A child going missing from school is a potential indicator of abuse or neglect. All unexplained absences from College will be investigated. (ref. *Missing Child Policy*).

The College shall inform the local authority of any pupil who is going to be added to or deleted from the College's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration)(England) Regulations 2006 (as amended). This will assist the local authority to:

- a) Fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) Follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The College will inform the local authority of any pupil who fails to attend school regularly or has been absent without the College's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the College and the local authority. Action should be taken in accordance with his policy if any absence of a pupil from the College gives rise to a concern about their welfare.

Upskirting: It is a criminal offence for someone to take a picture under a person's clothing without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

Practice (1) – Dealing with Concerns about a Child

If staff (including governors, agency staff and volunteers) believe that a child is in imminent danger or at risk of harm, they should make an immediate referral either to the Police (**Police non-emergency number 101**) or to our local children's' social care – i-ART Team (Ref: [Safeguarding children partnership contact information](#)).

Other cases would be discussed with the Cheshire West and Chester Safeguarding Children in Education Team where appropriate routes for support would be considered eg TAF (Team Around the Family).

Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care where gaining consent might place a child at risk. (Ref: [Flowchart of actions to be taken when there are concerns about a child](#)). If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.

When a child is not in immediate danger but there is a general concern about the child, this should be alerted to the DSL/DDSL through a conversation. If it is necessary to use email or teams to raise the concern, the messages will not mention the pupil's name but raise the alert for the necessity for there to be a conversation. CPOMS is used to record all safeguarding concerns. Confidentiality, care and consideration will be given when using internal systems of communication when raising concerns.

All staff are expected to identify when a child may benefit from early help. 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. There will be a differentiated approach between action taken for those children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Any child may benefit from early help, but all College staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is frequently missing/goes missing from care or home;

- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

Within College, all staff are aware that children with SEN and disabilities are more prone to peer group isolation than other children and provide additional support for these pupils.

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- 1) Listen carefully
- 2) Avoid asking leading questions
- 3) Reassure the individual that the allegation/complaint will be taken seriously
- 4) Not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures will be recorded in writing. This record will include the date, time and place of the conversation and details about what was said and done by whom and in whose presence; CPOMS is used for safeguarding records.

Wherever possible, staff are aware of the need to have a conversation with the DSL (Designated Safeguarding Lead – or DDSL (Deputy Designated Safeguarding Lead), who will help staff decide what to do next.

Options include:

- 1) Managing any support for the child internally via the College's own pastoral support processes;
- 2) An early help assessment; or
- 3) A referral for statutory services, as in the child is in need or suffering or likely to suffer harm.

In considering the options available, the College will ensure that the pupil's wishes and feelings are taken into account. The College operates with the best interests of the pupils at their heart.

In the first instance, staff (including governors, agency staff and volunteers) who consider that a pupil may benefit from early help will discuss this with the College's DSL. The DSL will consider the appropriate action to take in accordance with guidelines of the Cheshire West and Chester Safeguarding Children Partnership. The DSL will liaise with external agencies and professionals in an inter-agency assessment, as appropriate. The DDSL (Deputy Designated Safeguarding Lead) should be referred to in the absence of the DSL. In the event of neither of these staff being available, there should not be a delay in taking appropriate action and staff will speak to a member of the senior leadership

team and/or take advice from local children's social care (Ref: [Safeguarding children partnership contact information](#)). In these circumstances, any action taken should be shared with the DSL/DDSL as soon as is practically possible.

Staff are aware that they may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Where staff are involved in such cases, information will be recorded and stored confidentially within pupil's safeguarding file and in line with the College's data protection policies.

A child in need is defined under the Children Act (2004) as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act (2004).

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act (2004) if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based abuse, and extra-familial threats like radicalisation and sexual exploitation.

Practice (2) – Peer-on-Peer Abuse

Abbey Gate College has a zero tolerance approach to peer-on-peer abuse, which can include sexual violence and sexual harassment and can happen both inside and outside of school and online. All staff are aware that safeguarding issues can manifest themselves through peer on peer abuse and know that if they have any concerns regarding peer on peer abuse, they speak to the DSL or DDSL.

Any member of staff will immediately challenge inappropriate behaviours between peers and be aware that downplaying certain behaviours, for example dismissing sexual harassment as 'just banter' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse.

Peer on peer abuse can happen online and/or face to face and is most likely to include, but may not be limited to:

- 1) Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- 2) Abuse in intimate personal relationships between peers;

- 3) Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- 4) Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- 5) 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.
- 6) Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- 7) Consensual and non-consensual sharing of nudes and semi-nude images and or videos;
- 8) Upskirting, (taking a picture under clothing without permission; applicable equally to all genders).
- 9) Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff are aware that all pupils must be taken seriously if they report that they are victims of abuse and they must be kept safe and never made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

Records of allegations of peer-on-peer abuse are kept on CPOMs.

The action taken by College on the report of abuse will be determined by the seriousness of the allegation made. A pupil against whom an allegation of abuse has been made may be suspended from the College during the investigation. College will take advice from the SCP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the College will ensure that, subject to the advice of the SCP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the College and advice will be sought as necessary from the SCP and/or the Police as appropriate.

Procedures for Dealing with Peer-on-Peer Abuse at the Senior School

- 1) It is important that pupils know they have someone to turn to if they feel they are the subject of peer-on-peer abuse. Teachers will listen carefully to all accounts, and try not to make quick assumptions. All relevant information is recorded. Reports will be dealt with promptly by the Form Tutor/Head of Year with support from Leadership Team where necessary (Head of Pastoral/Deputy Head).
- 2) All information is recorded on 3Sys/CPOMs and a log of all incidents of peer-on-peer abuse is kept with the Head of Pastoral, who is responsible for monitoring records to identify any patterns or trends which should be brought to the attention of relevant staff.

- 3) When dealing with reports, the priority is to stop the abuse, work with the victim and then the perpetrator as appropriate.
- 4) The College would seek to ascertain the truth of the incident through careful discussions with the victim and the perpetrator respectively.
- 5) Initially, the DSL will talk with the victim in a safe context in order to clarify and assess the nature of the allegation.
- 6) The DSL would then speak in a similar way with the named perpetrator.
- 7) Following this initial investigation, parents will be informed unless such action would put a child at risk.
- 8) If circumstances require, the College will involve external agencies for appropriate support.
- 9) Further interviews may then take place with additional staff support as appropriate and with parents if desired.
- 10) The College's next actions, including support and sanctions, are then determined by the nature of the incident, the wishes of victim and the advice or guidance received as applicable.
- 11) The College commits to improve any policies, practices or procedures if, following the outcome of an incident, it is believed that these would strengthen our safeguarding provision in general.

In instances of repeated actions, which may be more appropriately understood as bullying, the College adheres to our *Anti-Bullying Policy*.

Practice (3) – Online Safety

The College's Board of Governors supports the Leadership Team in ensuring that all pupils are taught about safeguarding, including on-line safety, through the curriculum and PSHE (Personal, Social, Health, Economic Education) to help children to adjust their behaviours in order to reduce risks and build resilience, including radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Full details are available in our *PSHE & RSE Handbook*.

Internet and online safety is an integral part of the whole College's PSHE programme and is reinforced in assemblies and Form Time activities. Pupils are taught about online safety and the curriculum covers: content; contact; conduct and commerce. Pupils are provided with information about when and how to seek support and are made aware of key organisations such as CEOP and Thinkuknow. Further details of the College's approach to online safety can be found the *E-Safety Policy*.

Through our PSHE programme, pupils are also taught about safeguarding through Relationships Education (primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education.

The College has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online, when accessed through the school system. The College uses Policy Central whereby alerts are reported to key staff and necessary follow-up action taken. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the

risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

Further details of the College's approach to online safety can be found the *E-Safety Policy*. This also covers details about the use of mobile technology in school and the College's IT arrangements to ensure that children are safe from terrorists and extremist material when accessing the internet through the College's systems.

Staff receive training in Online Safety as part of induction and provided with updates when appropriate.

Practice (4) – Sharing of Nude/Semi-Nude Images

This refers to the the sharing of sexual, naked or semi-naked images or videos, or sending sexually explicit messages; previously called "sexting". Creating or sharing images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- 1) Take an explicit photograph or video of themselves or a friend
- 2) Share an explicit image or video of a child, even it if is shared between children or the same age
- 3) Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents of suspected sharing of nude/semi-nude images are reported to the DSL.

Further information about nude/semi-nude images is available from: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/. When dealing with issues relating to inappropriate images, the guidelines published by UK Council for Child Internet Safety (UKCCIS) will be followed: 'Sexting in schools and colleges: Responding to incidents and safeguarding young people'.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by an identified adult in College and support from external agencies will be sought, as appropriate. If a child discloses concerns about peer on peer abuse, this is treated by staff as any other safeguarding issues. Staff do not promise confidentiality, but they listen carefully, are non-judgemental and make notes as soon as possible during/after the disclosure. This is then reported to the DSL (DDSL). Where at all possible, staff should not view and must never forward illegal images of a child.

Practice (5) – Child on Child Sexual Violence and Sexual Harassment

Staff are aware that sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary education and that it can involve individual children or a group of children and can occur online and/or face to face (both physically and verbally) and is never acceptable.

Any report of sexual violence or sexual harassment will always be taken seriously. The nurturing and caring environment created at Abbey Gate College encourages and enables pupils to approach trusted adults with any concerns. The support network directly available to pupils includes: Class Teachers, Form Tutors, Heads of Year, Head of Pastoral (DSL), Deputy Safeguarding Leads, School Nurse and external Counsellor.

Where there is a concern, staff immediately refer to DSL/DDSL who will take appropriate steps and involve other agencies as required.

In cases of alleged child on child sexual violence and sexual harassment, College will follow Government advice as published in 'Sexual violence and sexual harassment between children in schools and colleges' May 2018. Response will be on a case-by-case basis and support will be sought from children's social care and the police if required. Staff will respond to concerns as with all other safeguarding issues. Following a report of sexual violence, the DSL (or DDSL) will make an immediate risk and needs assessment, considering:

- the victim – especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all other children (and if appropriate adult students and staff) at the school or College, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Written records will be kept and at all times College will be actively considering the risks posed to all pupils.

Considerations will include:

- the wishes of the victim in terms of how they want to proceed will be balanced with the College's duty and responsibility to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed;
- the ages of the children involved;
- any power imbalance between the children;
- If the alleged incident is a one-off or a sustained pattern of abuse;
- the understanding that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- whether there are there ongoing risks to the victim, other children, adult students or school or College staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Regardless of whether a child is convicted of a crime or not, all the children involved will be protected.

If an allegation is shown to be deliberately invented or malicious, consideration will be given as to whether any disciplinary action is appropriate against the individual.

Sexual assault can result in a range of healthy needs and College will signpost sources of support.

Practice (6) – Radicalisation

Staff are aware that radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with influences such as family friends or online contacts, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately and follow the College's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism or radicalisation. In the first instance, concerns will be discussed with the DSL. Referral to Channel or children's social care may be necessary, depending on the level of risk. In an emergency situation, the police will be contacted on 999; or 101 for non-emergencies. Staff at College, follow a training programme to be alert to recognising that pupils may be at risk of being drawn into terrorism or other forms of extremism and safeguarding arrangements are regularly revised to provide protection for pupils.

Practice (7) – Female Genital Mutilation (FGM)

If staff have a concern that a pupil may be at risk of FGM, they will activate College Safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff will speak to the DSL. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Indications that a girl has been subjected to FGM:

- 1) A pupil may have difficulty walking, sitting or standing and may look uncomfortable.
- 2) A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom.
- 3) There may be prolonged or repeated absences from school and/or noticeable behaviour changes (eg withdrawal or depression) on a pupil's return.
- 4) A pupil is reluctant to undergo medical examination.

Teachers are aware they they have a statutory duty to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM

appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they must still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies they must discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers will follow the College's safeguarding procedures.

In cases where staff discover or suspect 'FGM' this matter must be reported to the Police and the DSL.

Practice (8) – Child Missing from Education

When children who go missing from education, particularly on repeat occasions, this a potential indicator of abuse or neglect. The College will report to Cheshire West and Chester a pupil who fails to attend school regularly or has been absent from College without the College's permission for a continuous period of 10 school days or more. The College has an Attendance Officer who follows procedures as detailed in the *Attendance Policy* and *Registration Policy*. The College has a clear and regularly reviewed *Missing Child Policy*.

The College hold a minimum of 2 emergency contact numbers for each pupil.

Practice (9) – Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and occur where an individual or a group takes advantage of the imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or to watch sexual activities, encouraging children to behaviour in sexually inappropriate ways or grooming a child via the internet.

This is not just restricted to age, but can also include gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. This type of abuse can be perpetrated by individuals or groups, males or females, and children or adults as one-off incidents or repeated over time and may happen without the child's immediate knowledge eg through others sharing videos or images of them on social media. Victims can be exploited even when activity appears to be consensual and is not restricted to children from special economic backgrounds. The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same. Both boys and girls who are criminally exploited may be at higher risk of sexual exploitation. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise that they are being exploited eg they believe that they are in a genuine romantic relationship.

Serious violence – Increased absence, changes in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or changes in wellbeing, unexplained injuries are signs that a young person is at risk. Staff are aware that any concerns should be reported to DSL/DDSL.

Practice (10) – Children Potentially at Greater Risk of Harm

Children may need a social worker due to safeguarding or welfare needs. A child's experiences of adversity and/or trauma can leave them vulnerable to further harm, as well as educationally disadvantaged. The DSL will hold and use information so that decisions can be taken in the best interests of the child.

Practice (11) – Mental Health

Mental health awareness is a priority at Abbey Gate College with a significant number of staff being trained as Mental Health First Aiders. This enables staff to be aware that mental health problems, in some cases, can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Details of Mental Health First Aiders are displayed in College.

Every opportunity is taken within the College to reinforce the importance of pupils understanding about the importance of caring for their mental health. Staff are available to pupils to speak to about their concerns and this is supplemented by the support of Professional Counsellor who attends College.

We acknowledge that only appropriately trained professionals would diagnose mental health problems, staff are well placed to observe children and identify mental health concerns that are treated as safeguarding matters and take immediate action by speaking to the DSL or DDSL (Designated Safeguarding Lead/Deputy Designated Safeguarding Lead).

Practice (12) – Safeguarding Children: Key Points

All adults in charge of or in contact with children or young people will know what to do if they suspect that someone is being physically, emotionally or sexually abused or neglected, or if someone tells them that this is happening. Staff will be familiar with the Safeguarding Policy; copies of which are available internally with all College policies and also on the College's website. Printed copies can be provided on request.

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

- 1) **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Give reassurance that they are being taken seriously.
- 2) **Never** ask to view or forward illegal images or examine a child.
- 3) Make a note of what was said or observed as soon as possible on CPOMs and pass it to the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead.
- 4) Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to

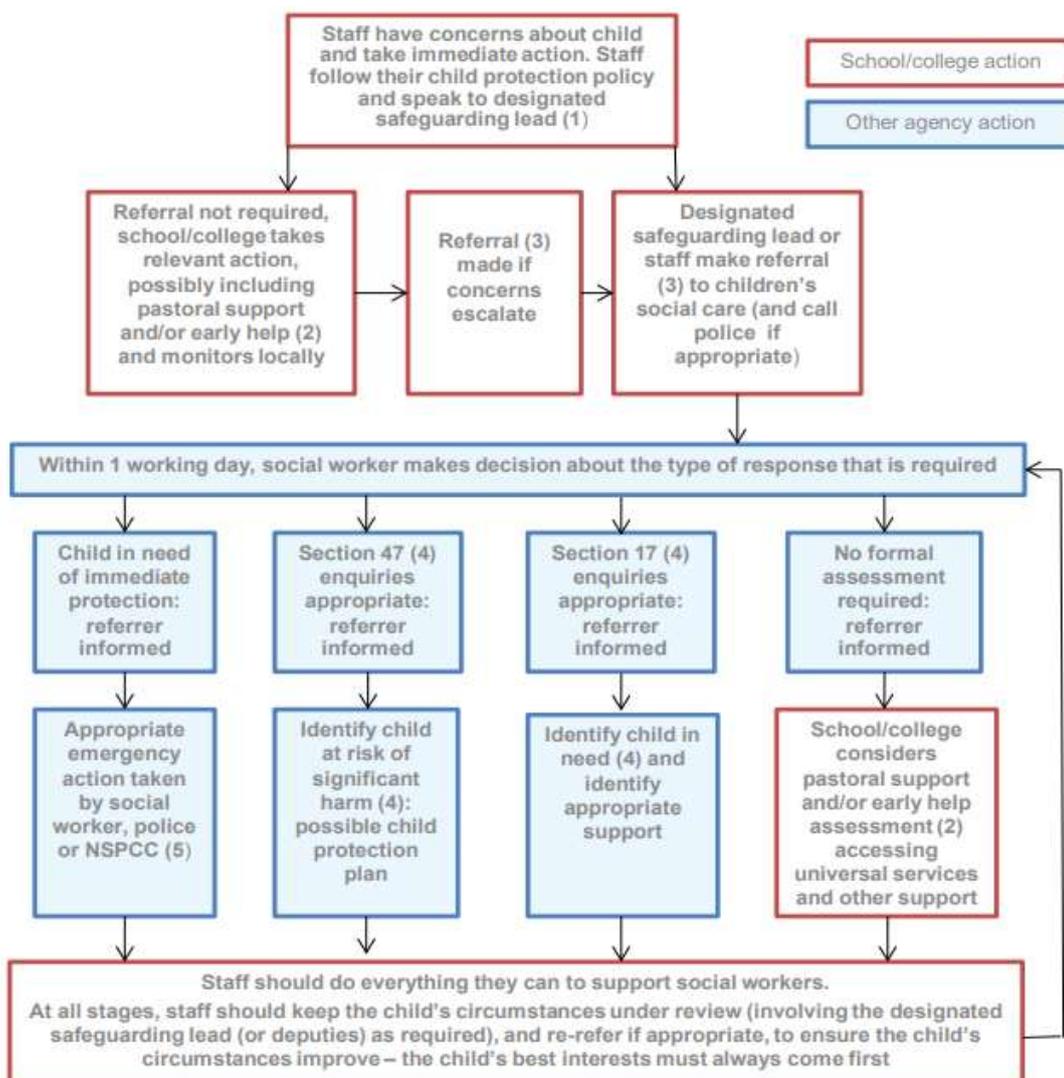
get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.

- 5) Do not ask leading questions that might give your own ideas or what might have happened eg 'did he do X to you?' Just ask, 'what do you want to tell me?' or 'Is there anything else you want to say?'
- 6) Immediately tell the DSL unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you or you have concerns about the Head Teacher, you should report your concerns to the Chair of Governors – Mr Andrew Grime.
- 7) Discuss with the DSL whether any steps need to be taken to protect the person who has told you about the abuse.
- 8) **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. The Local Authority Designated Officer (LADO) or Children's Social Care Officers and police officers are the people trained to do this. You could cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**
- 9) As soon as possible (and certainly the same day) the DSL, or the Chair of Governors (where the allegation is against the Head Teacher), should refer the matter to The Local Authority Designated Officer (LADO) or the Contact and Referral Team (helped by your notes). Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job.
- 10) **Never** think abuse is impossible in your own organisation or assume that an accusation against someone you know well and trust is bound to be wrong.
- 11) Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore, you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.

Practice (13) – Flowchart of Actions to be taken when there are Concerns about a Child

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate and serious harm to a child, a referral should be made to children's social care. References in the footnotes refer directly to the Keeping Children Safe in Education 2021 document.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

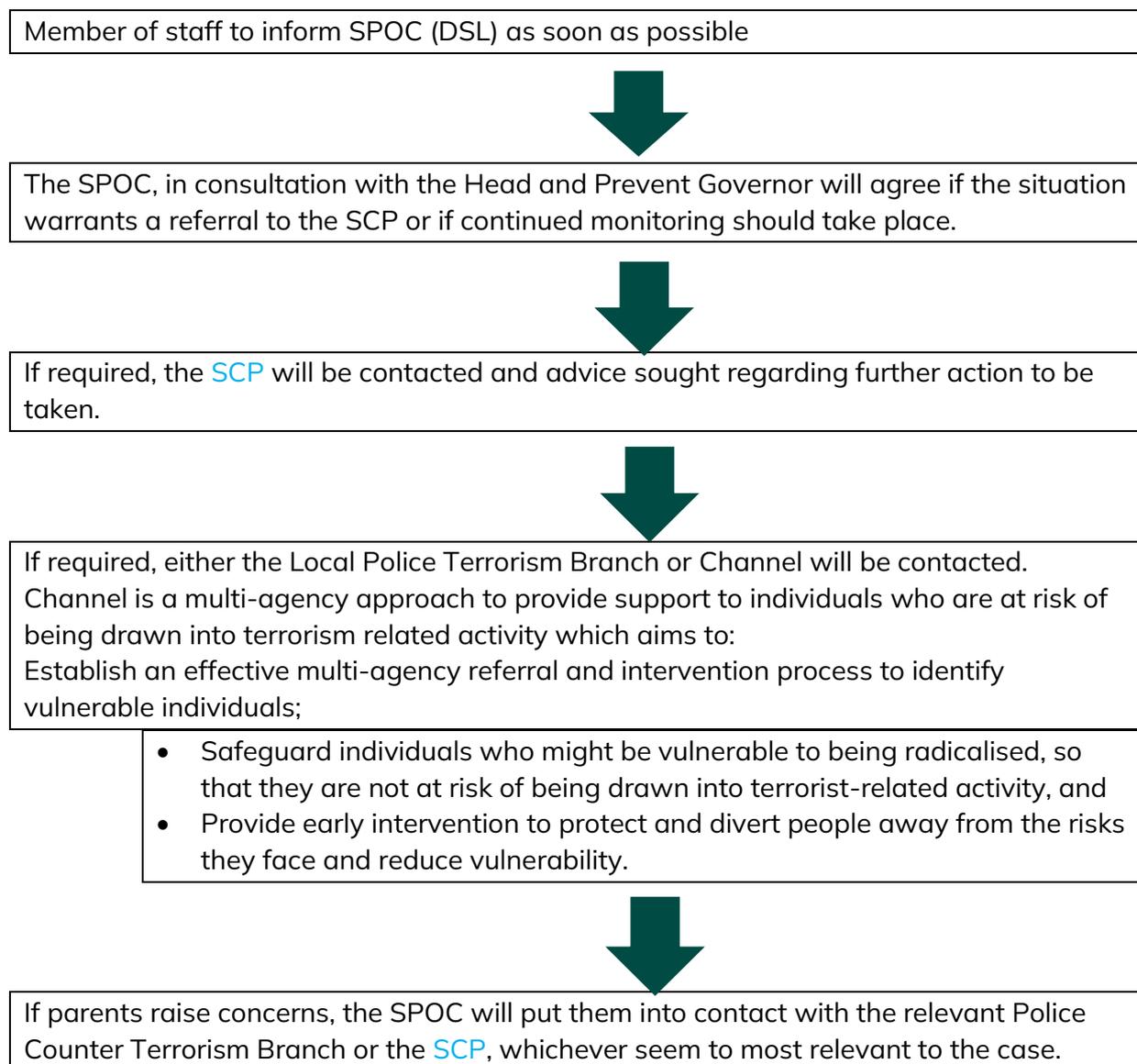
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Practice (14) – Flowchart of Actions to be taken where there is a Concern about a Pupil being Vulnerable to Terrorism



Practice (15) – Safer Recruitment

The College is committed to ensuring that it never knowingly employs to work with children if they are 'disqualified' from doing so and it therefore follows government guidelines in its safer recruitment processes. Members of the teaching and non-teaching staff at the College, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. If not

available at the time of appointment the school will do a separate 'barred list' check and put necessary supervision methods in place until original DBS certificate is seen.

Alternatively, if the applicant has subscribed to it and gives permission, the College may undertake an online update check through the DBS Update Service.

Full details of the College's safer recruitment procedures for checking the suitability of staff is set out in the College's *Safer Recruitment Policy* which conforms to the requirements of KCSIE 2021.

The College has protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children. We will ensure that all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the College.

Practice (16) – Allegations of Abuse against Teachers & other Staff (including the Head, Governors, and Volunteers)

Staff have been instructed to refer any concerns that they have about other members of staff directly to the Head. Where there are concerns about the DSL (Designated Safeguarding Lead), these will be made to the Head without the DSL being informed. Where there are concerns about the Head, this should be referred to the Chair of Governors without the Head being informed.

Staff (including supply staff and volunteers) must adhere to the College's *Code of Conduct* in relation to the nature of their behaviour towards pupils. Guidelines are given to staff for the protection of pupils and themselves. The *Code of Conduct* gives specific information in relation to specialist settings and these include specific types of activity, involving 1:1 Lessons for music and SEND which must always be timetabled and approved by parents. Rooms in which 1:1 lessons take place should either have vision panels in the door or their doors left ajar when in use.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse will be referred to the Police.

As part of an open and transparent culture in Abbey Gate College, all concerns about adults working in or on behalf of the College are reported. There is a 'harm' level threshold criteria that will be used to determine the action that is taken and it is important, in all cases, that staff take responsibility to share concerns to enable College to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear

about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the College.

A 'low-level' concern is any concern that an adult working in or on behalf of the College may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour are listed in national documentation to include, but are not limited to: being over friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, using inappropriate sexualised, intimidating or offensive language. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Where a low level concern has been raised, the Head should collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously; to the individual involved and any witnesses. The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of this needs to be recorded along with the rationale for their decisions and action taken.

The College's procedures for managing allegations against staff who are currently working in the College follows Department for Education statutory guidance and Cheshire West and Chester arrangements and applies when staff (including supply staff and volunteers) have (or are alleged to have):

- behaved in a way that has harmed a pupil, or may have harmed a pupil;
- possibly committed a criminal offence against or related to a pupil; or
- behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There are two aspects to consider when an allegation is made:

- 1) Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- 2) Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action including when and how to inform individual of the allegation.

If an allegation is made against anyone working with children in the College, the College should not undertake their own investigation of allegations without prior consultation with the Local Authority Designated Officer (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the College may discuss informally with the 'LADO' on a no-names basis and establish what initial information will be required.

All allegations should be investigated as a priority to avoid any delay.

- 1) All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' – the Head. Where the Head is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors. However, staff may consider discussing any concerns with the DSL and may make any referral via them.
- 2) The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the College's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
- 3) The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by the children's social care or the Police. The case manager will advise the individual to contact their trade union representative, or a colleague for support and will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
- 4) The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the College and shall provide them with their contact details. The individual will not be prevented from having social contact with work colleagues and friends, when suspended, unless there is evidence to suggest this may prejudice the gathering of evidence
- 5) The case manager will ensure that parents are informed as soon as possible and kept informed about the progress of the case, subject to any advice from children's social care or the Police and made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made

against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002.

- 6) The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service and Teaching Regulation Agency should be made aware where an allegation is substantiated and the person is dismissed or the College ceases to use their services, or the person resigns or otherwise ceases to provide their services. The College has a legal obligation to report promptly to the DBS any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- 7) On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the College's safeguarding procedures or practices to help prevent similar events in the future.

The College will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/Teaching Regulation Agency publish information about an investigation or decision in a disciplinary case.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proved to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

The College's *Staff Code of Conduct* provides clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

In accordance with our responsibility under the Safeguarding Vulnerable Groups Act 2006 a referral will be made to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

Supply Teachers: Any allegations made against a supply teacher would be dealt with properly and, should there be safeguarding concerns, this would be referred to the local authority designated officer (LADO) to determine a suitable outcome. If the supply teacher is engaged through an agency, they would be fully involved and co-operate in enquiries from the LADO, police and/or children's social services.

Practice (17) – Reporting Concerns about Safeguarding Practices in College

The College aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the College's safeguarding regimes, these should be raised in accordance with the College's *Whistleblowing Policy*. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the College or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line (Ref: [Contact information for national organisations](#)).

Practice (18) – Response to Coronavirus/COVID-19

This is designed to provide information about safeguarding our pupils in response to the Coronavirus (COVID-19) outbreak. This will be regularly reviewed and updated in line with guidance as issued to educational settings from the Government, Local Authority and the Police.

Our commitment to the safeguarding of our pupils will continue to be a priority and as such our safeguarding principles, will remain the same.

These can be summarised:

- 1) The best interests of children will continue to be our priority.
- 2) If anyone has a safeguarding concern about any child they should take action and act immediately.
- 3) Our Designated Safeguarding Lead and Deputy Safeguarding will continue to support College and pupils with any safeguarding queries and contact details are available in the main policy.
- 4) Children should continue to be protected when they are online.

Child Protection

College is making provision for pupils with Education, Health and Care (EHC) plans in accordance with local authority guidelines.

Where College is providing care for the children of 'Key Workers', a member of the Leadership Team is on site together with a trained first aider and additional staff – numbers are adjusted daily depending upon the number and ages of the children on site. Where the DSL or DDSL is not on site, they are immediately available on telephone or video call if required.

Where appropriate, College continues to work with outside agencies to provide support and protection for vulnerable children.

Attendance

Arrangements have been made with parents who are 'key workers' to ensure that College is aware of who to expect in College on a day to day basis. Arrangements have also been made with these families to assist with travel arrangements as normal bus services are not in operation. The 'daily online attendance form' is completed in accordance with requirements of Department of Education.

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, Abbey Gate College will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).

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 Abbey Gate College are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs Keeping Children Safe in Education 2021. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Abbey Gate College 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.

Abbey Gate College follows a rigorous and thorough checking procedure when recruiting staff and this is detailed in our *Safeguarding Policy* and *Safer Recruitment Policy*. These will remain in force.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, Abbey Gate College will continue to keep the single central record (SCR) up to date.

Volunteers

Abbey Gate College will use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in Abbey Gate College, will be in regulated activity. This means that if a volunteer is administering a COVID-19 test whilst un-supervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

Mental Health

Abbey Gate College takes great pride in educating and supporting pupils in understanding and looking after both physical and mental health. This current climate will inevitably put different pressures on individuals and as a College we are committed to:

- Keeping in touch with everyone. Both academic work, social and emotional wellbeing resources are on the College's VLE.
- If a member of staff has a concern about a pupil, they should raise this concern with the DSL/DDSL and appropriate action can be taken.
- A Year group Forum has been set up to enable pupils to keep in contact with each other and staff.

Online Safety

All work set by College is through the College's Firefly VLE which is filtered and monitored.

Online teaching operates within the same principles that are set out in the College's Staff Behaviour Policy/Code of Conduct. Where it might be appropriate for College to consider developing the use of further online learning tools and systems, this will be in line with privacy and data protection/GDPR requirements and clear guidelines will be issued to staff and pupils. Procedures will be included to ensure that there is a clear reporting route back to College for any concerns as well as Childline/UK Safer Internet Centre/CEOP.

At the point of school closure being announced by Government, parents were issued with detailed information about how they could support their children at home: 'School Closure – advice to parents handbook'.

Further support for parents and carers to keep their children safe online:

[Internet matters](#) – for support for parents and carers to keep their children safe online.

[London Grid for Learning](#) – for support for parents and carers to keep their children safe online.

[Net-aware](#) – For support for parents and carers from the NSPCC.

[Parent info](#) – for support for parents and carers to keep their children safe online.

[Thinkuknow](#) – for advice from the National Crime Agency to stay safe online.

[UK Safer Internet Centre](#) – advice for parents and carers.

[Parent Zone](#) – for resources to keep children safe online.

The College's *Staff Code of Conduct* provides clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

In accordance with our responsibility under the Safeguarding Vulnerable Groups Act 2006 a referral will be made to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

[Supply Teachers](#)

Any allegations made against a supply teacher would be dealt with properly and, should there be safeguarding concerns, this would be referred to the local authority designated officer (LADO) to determine a suitable outcome. If the supply teacher is engaged through an agency, they would be fully involved and co-operate in enquiries from the LADO, police and/or children's social services.

Practice (19) – Looked-After Children

A designated member of staff would be given responsibility for the welfare and progress of children who are looked after, or who have been previously looked after, by a local authority and staff would be provided with appropriate skills, knowledge and understanding necessary to keep them safe.

Practice (20) – Visiting Speakers

The College's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the College and British values.

The College is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the College. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the College may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided. Visiting speakers, whilst on the College site, will be signed into the premises, and be supervised by a College employee. On attending the College, visiting speakers will be required to wear a visitor's badge.

Practice (21) – Disqualification from Working in Childcare

Where staff work in, or are involved in the management of the College's Early Years or provision of care of pupils under the age of eight, the College will take steps to check whether those staff are disqualified under the Childcare act 2006. This forms part of the College's safer recruitment practices, further details can be found in our *Safer Recruitment Policy*.

The College records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Staff who are disqualified, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children. Where a member of staff is found to be disqualified, or if there is doubt over that issue then, pending resolution, the College will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be automatic response; the College will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Practice (22) – Mobile Phones/Devices and Cameras

The College has specific policies in relation to the appropriate use of ICT, including mobile devices and cameras, and the protection of children.

Children in the EYFS at the Infant and Junior School have their photographs taken to provide evidence of their achievements for developmental records. The College's digital camera should be used for this purpose. Staff, visitors, volunteers and students are not permitted to have their own mobile phones or cameras in EYFS.

Practice (23) – Prevent Duty

From July 2015 (Revised March 2016), all schools, registered early years childcare providers and registers later years childcare providers (referred to in this advice as 'childcare providers) are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the 'Prevent Duty'. College is committed to completing risk assessments where there are concerns; working in partnership with SCP; continue to train staff to ensure that there continues to be vigilance and that IT policies and procedures are maintained and updated regularly in recognition of children's vulnerability to extremism.

Children will be provided with a safe space in which to understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments and, through the promotion of fundamental British values, will be given opportunities (through PSHE; Assemblies; Form Time discussions) to explore and discuss different views.

All staff will be alert to their responsibilities to enable an appropriate and proportionate response and will refer concerns to the SPOC – Single Point of Contact. (Ref: [Key safeguarding contact information](#)). These responsibilities are reinforced in the training that staff receive and the updates/refresher courses undergone.

Very young children may be vulnerable to radicalisation by others, within the family or outside, and display concerning behaviour. Risk assessments will be carried out where there are concerns and College is committed to work in partnership with the SCP.

Roles & Responsibilities (1) – Governor, DSL, DDSL

The Safeguarding Governor is the board-level lead designated to take a lead in relation to responsibility for safeguarding arrangements in the College. Meetings are held termly to consider all safeguarding matters.

A full review of the College's Child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation to ensure that there is adequate provision for the appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This ensures that a child's wishes and feelings are taken into account when determining what action to take and which services to provide. Children are encouraged to share their concerns in the knowledge that they will be taken seriously and knowing that they can safely express their views.

If there has been a substantiated allegation against a member of staff, the College will work with the Local Authority Designated Officer (LADO) to determine whether there are any improvements to be made to the College's procedures or practice to help prevent similar events in the future.

The DSL & DDSLs

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the College. The DSL's responsibility is to maintain an overview of safeguarding within the College, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the College's policies and procedures in practice.

In line with our commitment to '**Working Together to Safeguard Children**' the DSL/DDSL will liaise, as appropriate, with the three safeguarding partners (local authority, chief officers of police and clinical commissioning groups). Reference will also be made to NPCC – When to Call the Police – (npcc.police.uk). Where a child is suffering, or likely to suffer from harm, a referral to children's social care is made in accordance with the local referral process and information will be provided to allow assessments to be made based on all available evidence to enable a contextual approach to be made to include contexts outside the home.

The DSL works with the Governors and the Head to review and update the College's Safeguarding Policy. Where a pupil leaves the College, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. A copy is retained by the College and the original file is posted using a secure and 'signed-for' postal service.

The DSL regularly reviews the College's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

During term time, the Designated Safeguarding Lead - DSL (and/or DDSL – Deputy Designated Safeguarding Lead) will be available (during College hours) for staff in College to discuss any safeguarding concerns. Contact information for out of hours/out of term activities will be provided to activity leaders as other staff as appropriate.

The DSL will ensure that a pupil's child protection file is transferred to their new school or college should they move on. A copy is retained by the College and the original file is posted using a secure and 'signed-for' postal service.

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, promotion of on-line safety, record keeping and promoting a culture of listening to children and training in Cheshire

and West Chester approach Prevent duties. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

- 1) This role will be fulfilled by an appointed appropriate member of the Leadership Team.
- 2) The DSL should take lead responsibility for safeguarding and child protection.
- 3) The DSL will have appropriate status and authority within the College to carry out the duties of the post.
- 4) Time, funding, resources and support will be provided to the DSL to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings and/or to support other staff to do so – and to contribute to the assessment of children.
- 5) The DSL will understand the importance of information sharing, both within school, with LSPs, other agencies, organisations and practitioners.
- 6) Record keeping will be in accordance with the College's data handling policies.
- 7) A Deputy Designated Safeguarding Lead will be appointed to support.
- 8) Whilst the activities of the designated safeguarding lead can be delegated to the deputy, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead.

The DSL is expected to:

- 1) refer cases of suspected abuse to the local authority children's social care
- 2) support staff who make referrals to local authority children's social care
- 3) refer cases to the Channel programme where there is a concern about radicalisation
- 4) support staff who make referrals to the Channel programme
- 5) refer cases where a person is dismissed or left due to risk/harm to a child to the DBS as required and
- 6) refer cases where a crime may have been committed to the Police as required.

The DSL will liaise with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations:

- 1) as required, liaise with the 'case manager' and the LADO where cases concern a staff member
- 2) act as a source of support, advice and expertise for staff.
- 3) attend Governors Safeguarding Committee.
- 4) attend update meetings of SCP.

The DSL will undergo training to ensure the knowledge and skills required to carry out the role are refreshed and updated as required. Advanced training should be updated at least every two years. The DSL should undertake Prevent awareness training. In addition to formal training, the DSL will ensure that knowledge and skills are updated and refreshed at least annually so they:

- 1) Understand the assessment process for providing early help and intervention.

- 2) Have a knowledge of how local authorities conduct a child protection case conference and attend and contribute if required to do so.
- 3) Ensure that all members of staff have access to and an understanding of the College's policy and procedures for safeguarding pupils.
- 4) Understand the relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- 5) Understand the importance of sharing information with relevant agencies.
- 6) Understand and support College with regards to requirements of Prevent Duty.
- 7) Understand the unique risks associated with online safety and requirements to keep children safe whilst they are online at College.
- 8) Are alert to specific needs of children with SEN and disabilities (SEND), those with special educational needs and young carers.
- 9) Are able to keep detailed, accurate, secure written records of concerns and referrals and are able to support staff in the protection of children.
- 10) Obtain access to resources and attend any relevant or refresher training course.
- 11) Encourage a culture of listening to children and taking account of their wishes and feelings.

The DSL should:

- 1) Ensure that the Safeguarding Policy is known, understood and used appropriately within College.
- 2) Ensure that the Safeguarding Policy is reviewed annually and to work with the Nominated Safeguarding Governor to make appropriate amendments.
- 3) Ensure that the Safeguarding Policy is available to parents and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this.
- 4) Help to promote educational outcomes by sharing relevant information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, have experienced, with teachers and leaders.
- 5) Transfer child protection files to new schools or Colleges. In addition to the child protection file, the DSL should also consider sharing appropriate information with new school or college in advance of a child leaving if this will allow a new setting to continue to support victims of abuse.

The DDSLs will be trained to the same advanced level as the DSL and will have the understanding and skills to enable them to take a leading role in the absence of the DSL. There is a DDSL at both the Senior School and the Infant and Junior School.

Deputy Designated Safeguarding Lead is expected to support the DSL and lead in the absence of the DSL in the following areas:

- 1) Act as a champion of the school's safeguarding policy and procedures by supporting all staff to have access to and understand them.
- 2) Contribute to the school safeguarding policy and review process.
- 3) Understand the policy and procedures in relation to record keeping.

- 4) Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are shared with the head teacher and DSL and are stored securely.
- 5) Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.
- 6) Recognise how to identify signs of abuse and understand when and how to make a referral.
- 7) Respond appropriately and promptly to disclosures or concerns relating to the well-being of a child.
- 8) Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
- 9) Multi Agency working - When the DSL is unavailable attend and contribute effectively to Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings.
- 10) The DDSL will
 - 1) liaise with the DSL to inform him/her of issues.
 - 2) act as a source of support, advice and expertise for staff.
 - 3) attend Governors Safeguarding Committee meetings.
 - 4) attend update meetings of SCP.
- 11) The DDSL will undergo training to ensure the knowledge and skills required to carry out the role. Advanced training should be updated at least every two years. The DDSL should also undertake Prevent awareness training.
- 12) In addition to formal training, the DDSL will
 - 1) ensure that knowledge and skills are updated and refreshed at least annually.
 - 2) contribute to safeguarding training of others as appropriate.

Roles & Responsibilities (2) – Data Management, Alternative Providers, Fostering & Hosting

All safeguarding concerns, discussions and decisions made are recorded in writing on the CPOMs database or within confidential, securely stored filing system in a separate child protection file. Records include a summary of the concern; details of follow up actions and outcomes.

Safeguarding and the Data Protection Act 2018 – GDPR: Information that is held for safeguarding purposes, including information which is sensitive and personal, should be treated as ‘special category personal data’. Safeguarding of children and individuals at risk is a processing condition that allows practitioners to share special category personal data. This includes allowing the sharing of information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Alternative Providers: When using alternative providers, the College continues to be responsible for the safeguarding of pupils and will be satisfied that the provider meets the needs of the pupil. College will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Elective Home Education: Where a parent/carer has expressed their intention to remove a child from school with a view to home education, a meeting should be coordinated with key professionals and parents/carers to consider the best interests of the child. College will inform the Local Authority of all deletions from the admissions register when a child is taken off roll.

Private Fostering: Staff should be alert to, and, when it comes to their attention report, to the local authority, information that suggests that a child is being privately fostered. This occurs when a child, under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home for more than 28 days.

Host Families: can be used to accommodate children on sports or language exchanges however, this is no usual practice at Abbey Gate College. When the arrangements are made directly between two families which accept responsibility, this can be considered to be a personal arrangement and outside the scope of regulated activity. However, where the family is paid, the arrangement to accommodate a child is not made by the child's family, or the school has the power to terminate the arrangement, it is unlikely to be a personal arrangement and could constitute a regulated activity and so a DBS check, including barred list information, is obtained in respect of the responsible adult(s) and suitable records kept.

Where children are being hosted in homestays arranged by another school in the UK, the hosting school will be responsible for completing appropriate vetting checks. Such checks are not available for overseas visits however there will be close work with the partner school to ensure that appropriate assurances are obtained before a visit takes place.

Roles & Responsibilities (3) – Training

All staff will be provided with copies of documentation below and induction training that includes:

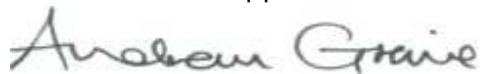
- 1) The Safeguarding policy – including information about the identity and role of the DSL and DDSL.
- 2) The Staff Code of Conduct
- 3) A copy of Part 1 of KCSIE including Annex A and Annex B.
- 4) All staff will be required to read and confirm they have done so – Part 1 KCSIE 2021.
- 5) The E-Safety Policy.
- 6) The ICT acceptable user policy
- 7) Whistleblowing policy
- 8) Health and safety Manual

- 9) Behaviour Policy
- 10) Where relevant – Completion of Disqualification by Association declaration.
- 11) Help in understanding roles and responsibilities
- 12) Information about emergency evacuation procedures

Staff are also required to:

- 1) Read Part 1 of KCSIE (including Annex A and Annex B and sign to confirm that they have done so. Each time Part 1 of KCSIE is updated by the DofE, staff will be updated on the changes.
- 2) Understand key information contained in Part 1 of KCSIE. The College will ensure staff understanding by requesting a signature after time has been given to read and query any content.
- 3) Receive training in safeguarding and child protection regularly in line with advice from Cheshire West and Chester Board. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- 4) Updates to safeguarding training will include online safety.
- 5) Undertake regular informal updates, at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. The College provides these via staff meetings, emails and online training.

Authorised and approved on behalf of the Board of Governors by:



Mr Andrew Grime - Chairman of the Board
September 2021

APPENDIX 1 – Key Safeguarding Contact Information

Role	Name	Number	Email address
Designated Safeguarding Lead (DSL) Single Point of Contact (SPOC)	Nerys Moses	01244 332077	nerys.moses@abbeygatecollege.co.uk
Deputy Designated Safeguarding Lead (DDSL) based at Senior School	Louise Poyser	01244 332077	louise.poyser@abbeygatecollege.co.uk
Deputy Designated Safeguarding Lead (DDSL) based at I&J School	Corinna Travis	01244 569280	corinna.travis@abbeygatecollege.co.uk
Governor with Safeguarding Responsibility	Sean Gardner	01244 332077	sean.gardner@abbeygatecollege.co.uk
Prevent Governor	Sean Gardner	01244 332077	sean.gardner@abbeygatecollege.co.uk

APPENDIX 2 – Safeguarding Children Partnership Contact Information

EMERGENCY NUMBERS		
POLICE	Cheshire Police	0845 458 0000 (999 in an emergency)
SOCIAL SERVICES	<p>- i-ART (Integrated Access and Referral Team)</p> <p>Wyvern House Winsford Cheshire CW7 1AU</p>	<p>Office hours: 0300 123 7047</p> <p>6) 8.30am – 5pm (Monday – Thursday) 7) 8.30am – 4.30pm (Friday)</p> <p>Out of hours: 01244 977 277 Emergency Duty Team (EDT)</p> <ul style="list-style-type: none"> • 4.30pm – 8.30am (Monday – Thursday) • From 4pm (Friday) • 24 hours' weekends and bank holidays <p>Email: iART@cheshirewestandchester.gov.uk</p>

NON-EMERGENCY NUMBERS	
<p>Cheshire West and Cheshire – Safeguarding Children in Education Team – SCIE</p> <p>SCIE Team 2nd Floor, Civic Way Ellesmere Port CH65 0BE</p>	Tel: 0152 356 6843
<p>Cheshire West and Chester Safeguarding Children Partnership</p> <p>Civic Way Ellesmere Port Cheshire Shared Services CH65 OBE</p>	SCP@cheshirewestandchester.gov.uk
<p>Allegations Management: Local Authority Designated Officer (LADO)</p>	<p>Referral process: SCP@cheshirewestandchester.gov.uk</p> <p>www.safeguardinglado@cheshirewestandchester.gov.uk</p>
<p>Cheshire Police:</p>	0845 458 0000 (999 in an emergency)

APPENDIX 3 – Contact Information For National Organisations

Department for Education	Non-Emergency Number: 020 7340 7264
NSPCC Whistleblowing Advice Line Weston House 42 Curtain Road London EC2A 3NH	Tel: 0800 028 0285 Email: help@NSPCC.org.uk
Disclosure and Barring Service PO Box 181 Darlington DL1 9FA	Tel: 01325 953795 Email: dbdispatch@db.sgs.gov.uk
Teaching Regulation Agency Ground Floor South Cheylesmore House Quinton Road Coventry CV1 2WT	Tel: 02075935393 Email: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	Mon – Fri: 8am to 6pm Tel: 0300 123 4666 Email: Whistleblowing@ofsted.gov.uk

APPENDIX 4 – Useful Websites

Cheshire West and Chester Local Safeguarding Children Board:
www.cheshirewestscb.org.uk

Government publications: www.gov.uk

Child Exploitation Online Protection Centre: www.ceop.gov.uk

Childline: www.childline.org.uk

NSPCC: www.nspcc.org.uk

Young Minds: www.youngminds.org.uk

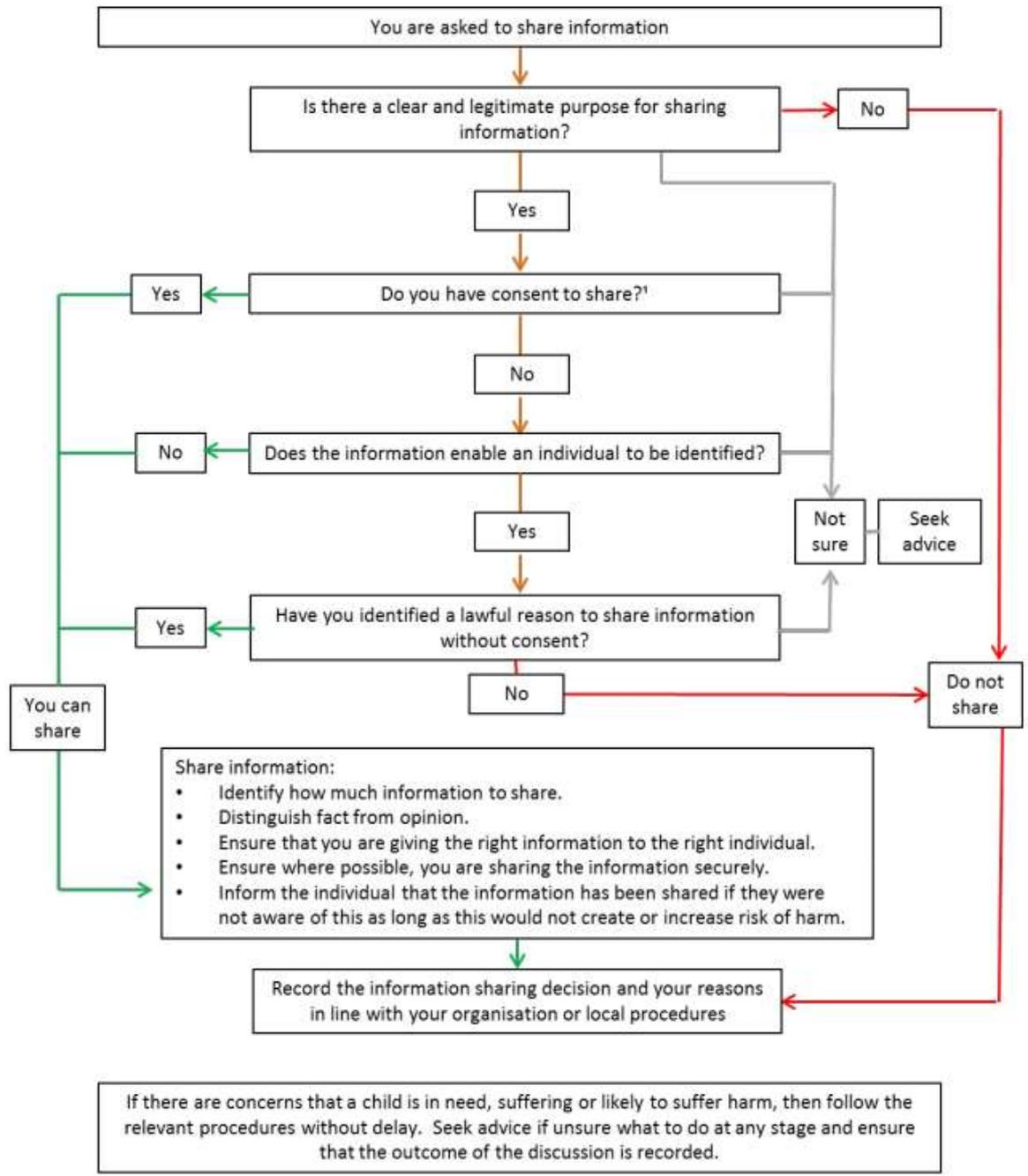
APPENDIX 5 – Leadership & Management Safeguarding Training

NAME	ROLE	TRAINING RECEIVED	TRAINING DUE
Nerys Moses	Head of Pastoral DSL	Level 3 – Feb 21	Feb 23
Louise Poyser	DDSL	Level 3 – Jul 21	Jul 23
Marie Hickey	Head I&J and DDSL for EYFS	Level 3 – Sep 20	Sep 22
Sean Gardner	Lead Governor	Level 3 – Mar 21	Mar 23
Amanda Williams	EYFS Teacher	Level 3 – Jul 21	Jul 23
Corinna Travis	Assistant Head of I&J – DSL EYFS	Level 3 – Sep 20	Sep 22
Zoe Leonard	Head of Year 7	Level 3 – Feb 21	Feb 23

Safer Recruitment - Safeguarding Training

NAME	ROLE	TRAINING RECEIVED
Marie Hickey	Head I&J and DDSL for EYFS	October 2019
Gavin Allmand	Deputy Head	October 2019
Nerys Moses	Head of Pastoral - DSL	October 2019
Mike Booth	Director of Teaching and Learning	October 2019
Andy Green	Director of Studies	October 2019
Sue Moran	Human Resources and Staff Wellbeing Manager	November 2020
Rachel Kennedy	Director of Finance and Operations	October 2019
Tim Stanley	Governor	October 2019
Sean Gardner	Chair of Safeguarding Committee (Governor)	October 2019

APPENDIX 6 – Flowchart Of When and How to Share Information
Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time