

ST ANN'S CE PRIMARY SCHOOL



Child Protection & Safeguarding Policy

Date of implementation	September 2025
Date of Next Review	September 2026
Author	L Grumbley
STATUS	STATUTORY
PURPOSE:	To promote and safeguard the welfare of all pupils.
DESIGNATED SAFEGUARDING LEAD	K.Keen – Headteacher
DEPUTY DESIGNATED SAFEGUARDING LEAD	L. Grumbley – Safeguarding Officer
DESIGNATED GOVERNOR	Shirley Cowan

SAFEGUARDING TEAM	K. Keen (Head Teacher) DSL L.Grumbley (Safeguarding and Pastoral Officer) DDSL K.Sherwen (SENDco and Assistant Head Teacher) L. Hunt (Acting Deputy Head Teacher) L Swift-Bate (Pastoral TA)
WHO WAS CONSULTED	School Staff, Governors, LA guidance, DfE guidance and local authority guidance

The Policy is written following guidance from and to comply with the following documents.

- The Children's Act (2004)
- The Education Act (2011)
- Warrington Safeguarding Partnership
- Working together to Safeguard Children (2025)
- Keeping Children Safe in Education (September 2025)
- What to do if you are worried a child is being abused (2015)
- Data Protection Act (2018)
- Counter-Terrorism and Security Act (2015)
- Safeguarding Vulnerable Groups Act (2006)
- Every child matters (2003)
- Equality Act 2010
- Protection of Freedom act – discloser and baring
- Children and family Act 2014
- Warrington Family Support Model
- Framework for the Assessment of Children in Need and their Families (2000)
- The Domestic Abuse Act 2021

Our Safeguarding Statement of Intent

Our aim is to ensure that all children and adults are safe from harm at all times and can thrive in an environment which is secure and free from abuse or bullying of any kind.

We work hard in creating a welcoming atmosphere which develops the social and emotional needs of everyone; supporting, questioning and loving. At St Ann's people are nurtured, valued and treated equally. Worries, concerns and thoughts are listened to and addressed in an environment of mutual respect.

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1 Relationship to other Policies and Procedures:

- Recruitment and Selection Policy and Procedure
- Anti-bullying Policy
- Behaviour Policy
- Race Equality Policy
- Drug Education policy
- Relationships Education Policy
- Education visits policy
- Health and Safety and Safe Systems of Work /Risk assessment
- Attendance Policy
- Positive Handling Policy
- Intimate care policy and plans
- Whistle blowing Policy
- Induction pack and procedures for volunteers
- DBS procedures
- Accessibility
- Complaints Policy
- British Values Statement
- Guidelines and related risk assessments
- E-safety policy
- Staff Code of Conduct (Staff Behaviour Policy)
- Online Safety Policy
- Send Policy
- Safer recruitment

2 What is safeguarding?

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- Providing help and support to meet the needs of children as soon as problems emerge

- protecting children from maltreatment inside or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.
- Providing help and support to meet the needs of children as soon as problems emerge

At St Ann's we hold an importance on whole school approach to safeguarding. Safeguarding and Child Protection is at the forefront and underpins all relevant aspects of process and policy documents. Good safeguarding requires a continuing commitment from governing bodies, SLT and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures, and consequentially enshrined in its ethos.

3 Rolls and Responsibilities

The Head Teacher is responsible for ensuring:

- The Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead for Child Protection have both received appropriate regular training.
- There is a safeguarding team of 5 members who have also been trained appropriately to DSL level.
- Ensure that there is always a member of staff with appropriate expertise from the Safeguarding Team available at all times.
- All staff receive annual safeguarding training.
- We have a nominated governor responsible for child protection.
- That the school has appropriate recruitment and selection procedures in place, which comply with all current guidance and legislation relating to the safeguarding of our children, and that these procedures are adhered to and monitored.
- A curriculum vitae (CV) will only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment.
- During the recruitment process school may under take an online search as part of our due diligence checks on shortlisted candidates
- That any candidates are informed of the need to carry out DBS 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.

- Where applications are rejected because of obtaining information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We record information about staff qualifications, these are held on the Single Central Record., and the identity checks and vetting processes that have been completed including:
 - ✦ the criminal records disclosure reference number;
 - ✦ the date the disclosure was obtained; and details of who obtained it.
- All staff understand that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- We have procedures for recording the details of visitors to the setting and every visitor is required to wear an identification badge and to read the safeguarding statement before entering the school.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events. Parents sign a consent form and have access to records holding visual images of their child.
- We follow LA procedures where an allegation is made against a member of staff, supply teacher or volunteer.
- We deploy adequate and appropriate staffing resources to meet the needs of children.
- Ensuring that there is an appropriate monitoring and filtering for internet usage in school.

The Designated Safeguarding Lead is responsible for:

- DSL's should help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff.
- Ensuring every member of staff, volunteer, supply teacher and governor knows the name of the Designated Safeguarding Lead and Deputy DSL responsible for child protection and their roll.

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- Ensuring that all staff, including temporary staff, and volunteers have yearly training to understand their responsibilities in being alert to the signs of abuse. That they understand the safeguarding policies and procedures including their responsibility to refer any concerns to the Designated Safeguarding Lead or Deputy DSL.
- Ensure through training that staff have an up-to-date knowledge of safeguarding issues.
- Ensuring that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in school policies.
Ensuring that parents / carers are made aware of this policy by informing them that the policy is available on the school website or on request from the school.
- Notifying Children's Services if there is an unexplained absence of more than two days of a pupil who is on the Child Protection Register.
- Ensuring that the Pastoral & Safeguarding Officer receives the support, advice, time and training they need in order to carry out their job.
- Ensuring effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters at case conferences.
- Ensuring that the Safeguarding Team hold a Vulnerable Children's meeting at least once a month with key representatives to discuss cases. A whole Team Meeting will be held once every term where all the team are expected to attend.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe as part of the curriculum and beyond.

The Safeguarding Children Governor is responsible for:

- Ensuring that an annual item is placed on the governors' agenda to report changes to these policy/procedures, training undertaken by staff and governors, the number of incidents / cases (without names or details) and the place of child protection in the school's curriculum. This must be part of the governing body minutes.
- Ensuring that policies are in place and are consistent with the Warrington Safeguarding Children Board (WSCB) procedures.
- Monitoring the Single Central Record each term.

The Chair of Governors is responsible for:

- Taking action according to LA procedures where there are allegations against the head teacher.

- All Governors are responsible for:
- Ensuring that they undertake appropriate safeguarding and child protection training at induction, and then at regular intervals as advised by school. Training should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective

The School Pastoral & Safeguarding Officer is responsible for:

- Supporting the Designated Safeguarding Lead as the Deputy Safeguarding Lead
- Liaising with the Designated Safeguarding Lead regularly as and when necessary to discuss cases and developments.
- Ensuring that all services work together closely to provide families with the support that they need. Identifying areas of support for families including interventions and referring families to this when necessary.
- Devising (in liaison with other agencies), monitoring and implementing support plans
Completing Early Help Assessments
- Complete Child Protection Conference Reports
- Attend Child Protection Conferences
- Ensure that relevant staff are kept informed about individual children
- Ensure that all paper work with regards to cases is kept up-to-date and up loaded onto CPOMs.
- Ensuring that, where a pupil on the Child Protection register leaves, their information is transferred to the new school immediately and that appropriate agencies are informed. When any other child leaves ensure that their information is transferred to their new school with 5 days of them starting their new school.
- Liaising with other agencies that support the pupil such as Social Care, Child and Adult Mental Health Service, Education Welfare Service, Early Help Team, 0-19 health team and Education Psychology service.
- Ensuring that PEPS are completed and reviewed for children who are looked after.
- The roll of the DDSL carries a significant level of responsibility and they should be given time, funding, training, resources and appropriate supervision support they need to carry out the roll effectively and support they need to carry out the roll effectively.
- To audit CPOMs termly and feedback to staff if any changes need to be implemented.
- Keeping relevant policies updated in line with Government recommendations.

All staff are responsible for:

- Implementing procedures for identifying and reporting cases or suspected cases of abuse directly to the Designated Safeguarding Lead or Deputy DSL immediately, without consultation with anybody else. If the

- concern is about the Designated Safeguarding Lead (Headteacher), advice should be sought from the Chair of Governors.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Keeping records of concerns about children on CPOMs, even where there is no need to report the matter immediately.
- Establishing and maintaining an environment where children feel secure, are encouraged to talk and are listened to.
- Ensuring children know that there are adults in the school whom they can approach if they are worried.
- Including opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse, using the NSPCC speak out stay safe programme.
- Ensuring that where it is necessary to use physical intervention to restrain children, that all incidents are reported to the head teacher immediately.
- The training that staff receive including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. The CPD programme is reviewed to ensure that all the knowledge staff need is included and, perhaps more importantly, that they understand how it is to be implemented.

Community Groups Using the Premises out of Hours

Keeping Children safe in Education 2025 states: The governing body should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. St Ann's C E Primary expect, as a term of the letting agreement, that the community group will submit a copy of their own safeguarding policy and statement and this is then displayed on the school website.

4 Embedding Child Protection & Safeguarding in Schools

Promoting a Safe Culture

Child protection is just one aspect of Safeguarding for schools, however for child protection processes and procedures to be effective they should be embedded as part of a safer school culture. In order to establish an open and safe culture schools should,

- ✦ Establish and maintain an open environment where children feel secure, are encouraged to talk and feel listened to.
- ✦ Ensure children know that there are adults in the school they can approach and speak to if they are worried.
- ✦ Teach children through the PSHCE curriculum the skills they need to recognise and stay safe from all kinds of harm.
- ✦ Ensure pupils with SEND in school, who may be especially vulnerable to abuse are supported. Particular attention should be paid to pupils with communication difficulties enabling them to express themselves to members of staff with appropriate communication skills.
- ✦ Ensure that children who have English as an additional language have access to support, and information that is clear and accessible is available in their preferred language.
- ✦ We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps promote a safe and positive culture.
- ✦ We acknowledge that the fact that a child or young person may be LGBT is not in itself and inherent risk factor for harm. However children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can trust. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

St. Ann's will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or in difficulty.

- Include in the curriculum, activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse, and to know who to turn to for help.

All staff at St Ann's C E Primary School are committed to safeguarding and we aim to create a culture of vigilance.

5 Child on Child Abuse

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Sexual violence and sexual harassment between children should never be tolerated or dismissed.

- Children (anyone under the age of 18) can commit acts of sexual violence or harassment against another child. This is known as 'child on child sexual abuse'. Schools have a responsibility to safeguard children, to protect their human rights and to comply with the Equality Duty. These responsibilities apply regardless of whether incidents take place in school or off-site.
- Sexual jokes or taunting
- Physical behaviour (e.g. interfering with clothes or displaying sexual pictures)
- Online harassment (e.g. sharing of sexual images, known as 'sexting'. Creating and sharing sexual photos and videos of under-18s is illegal. This includes photos and videos children make and share of themselves, it should never be passed off as banter, part of growing up or having a laugh.
- Bullying, including cyberbullying
- Physical abuse which can include; hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm

When the DSL or Deputy DSL are informed of an alleged incident they then follow procedures by either reporting the incident to the police; making a referral to Children's Social Care or to Early Help. They will also carry out a risk assessment and consider the proximity of the alleged victim and alleged perpetrator. If there is a safeguarding concern, school should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

We have well promoted systems in place, which are easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

DSL AND DDSL understand the impact of these clear expectations about child-on-child abuse on the day-to-day work of the school; and are able to communicate these expectations on staff in all rolls.

When the DSL or Deputy DSL are informed of an alleged incident they then follow procedures by either reporting the incident to the police; making a referral to Children's Social Care or to Early Help. They will also carry out a risk assessment and consider the proximity of the alleged victim and alleged perpetrator.

The NSPCC provides free and independent advice about HSB

<https://learning.nspcc.org.uk/child-abuse-and-neglect/peer-on-peer-sexual-abuse>

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

<https://shorespace.org.uk/>

6 Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Anyone of any age or gender can be a victim.

<https://www.gov.uk/government/news/upskirting-know-your-rights>

7 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside school and can also occur between children outside the school. All staff, but especially the designated safeguarding lead and deputy DSL should be considering the context within which such incidents and/or behaviours occur. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

Children's social care assessments should consider such factors so it is important that school provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. <https://www.contextualsafeguarding.org.uk/>

8 Capturing the Child's Voice

Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them or placing interest of adults (potentially the child's parents) ahead of the needs against children. Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. At St Ann's we have a variety of measures in place to capture the "voice of the child". All staff should recognise that children and young people might not find it easy to talk about their abuse verbally. Staff should be aware of signs and behaviours that might indicate abuse. Staff might also overhear conversations that suggest a child has been harmed or might receive a report from a friend of the child. <https://www.warrington.gov.uk/voice-child>

9 Mental Health Support

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or deputy.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. At St Ann's we work closely with Mental Health Support Team (MHST) and children can be referred to their service if they are showing low level poor mental health.

Where children have suffered abuse and neglect, or other potential traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.

Children Requiring Mental Health Support

School has an important roll to play in supporting the mental health and wellbeing of our pupils. Mental Health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The governing body should ensure that clear systems and processes are in place for identifying possible mental health problems including routes and clear referral and accountability systems.

School has access to a range of advice to help staff identify mental health support, including working with external agencies.

School is working with the Mental Health Support Team and will have an Educational Mental Health Practitioner who will be working with identified children through a referral process. <https://www.merseycare.nhs.uk/our-services/warrington/mental-health-support-team-schools>

10 Children with Additional Education Needs or Disabilities

Schools must not unlawfully discriminate against pupils because of their protected characteristics. We recognise that statistically children with additional needs, behavioural difficulties and / or disabilities are most vulnerable to abuse. We consider how we are supporting pupils with protected characteristics and take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to signs of abuse. School staff are conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.

Alternative provision – If a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil whilst they remain on roll with them.

[HM Government guidance](#)

[NSPCC Advice](#)

[Children with disabilities social work team](#)

11 Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Children with family members in prison Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. There are mutual benefits of exchanging information with children's social care which strengthen and clarify processes and responsibilities for safeguarding children. <https://www.nicco.org.uk>

12 Responding to Suspicions of Abuse

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect and exploitation.

When children are suffering from physical, sexual or emotional abuse, or experiencing neglect and exploitation, this may be demonstrated through:

significant changes in their behaviour;

- deterioration in their general well-being;
- their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
- changes in their appearance, their behaviour, or their play;
- unexplained bruising, marks or signs of possible abuse or neglect and exploitation; and
- any reason to suspect neglect and exploitation or abuse outside the setting.

We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.

We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.

We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with. We are aware that there are occasions of child on child abuse and are vigilant, taking any disclosure or allegation seriously.

Where we believe that a child in our care may be affected by any of these factors, we follow the procedures below for reporting child protection concerns.

Where such evidence is apparent, the staff member makes a dated record of the details of the concern using the GOLD form and discusses this immediately with the Designated Senior Lead or Deputy DSL for child protection. The information is stored on CPOMs and shared with other members of staff on a 'need to know basis'.

The Designated Senior Lead or member of the Safeguarding Team refer concerns to Warrington children's social care department and co-operate fully in any subsequent investigation. NB: In some cases, this may mean the police or another agency identified by the Local Safeguarding Children Board.

We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Responding to allegations which are found to be unsubstantiated, unfounded, false or malicious. In these cases, the DSL or DDSL should consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. Staff should be aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems and unwanted pregnancy.

Childline - <https://www.childline.org.uk> 0800 1111

NSPCC - <https://www.nspcc.org.uk>

13 Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:

- listens to the child, offers reassurance and gives assurance that they will take action;
- does not question the child;
- makes a written record on a GOLD form an objective record of the observation or disclosure that includes:
 - The date and time of the observation or the disclosure;
 - The exact words spoken by the child as far as possible;
 - The name of the person to whom the concern was reported, with the date and time;
 - The names of any other person present at the time.

The Designated Safeguarding Lead is given the GOLD form at the earliest opportunity. This form is always given to a member of the Safeguarding team to deal with the discloser (not left on a desk).

These records are signed and dated then uploaded on to CPOMs. Staff are always offered a de-brief.

The process for recording and sharing concerns, are in line with those set down by Warrington Safeguarding Partnership.

As well as keeping a record of concerns, discussions and decision on CPPOMs a record of rationale for any decisions made are recorded.

14 Making a referral to the local authority children's social care team

The Designated Safeguarding Lead Deputy DSL or a member of the Safeguarding Team uses the Warrington form for recording concerns and making a referral (MARS).

Informing Parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
- We inform parents when we make a record of concerns about their child in the child protection files. We also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Safeguarding Partnership does not allow this, for example, where it is believed that the child may be placed in greater danger. This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

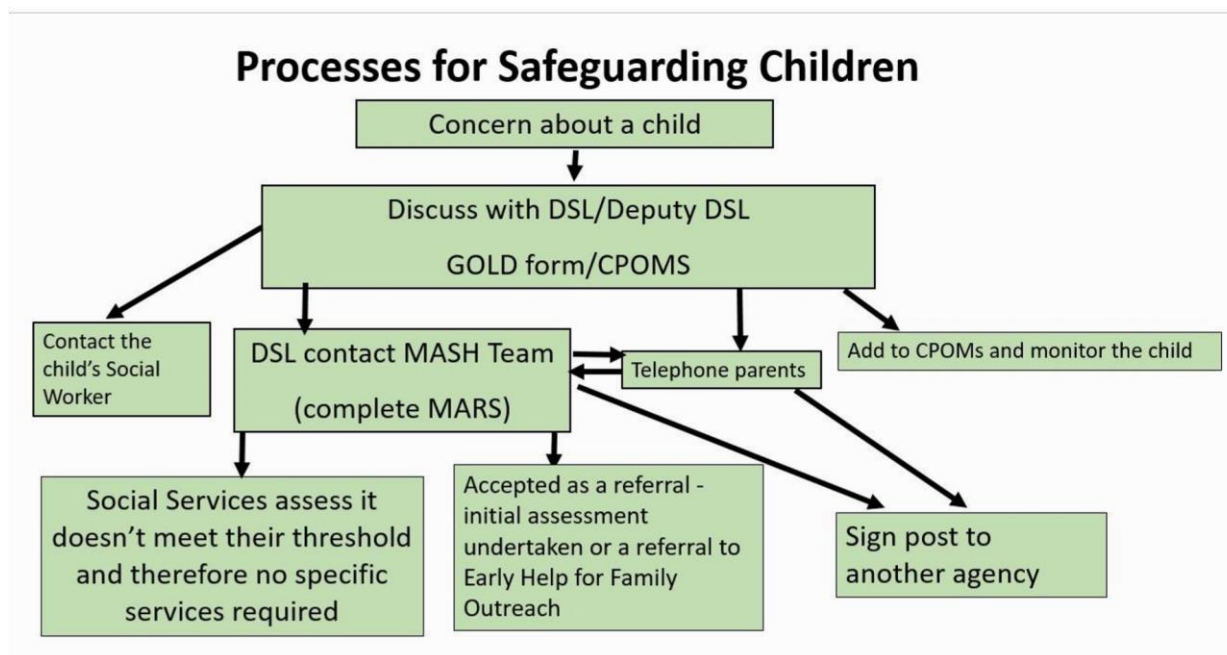
Liaison with other agencies

- We work within Warrington Safeguarding Partnership guidelines.

Child's name _____ Class _____ (leave free for the safeguarding team to complete)		
Date _____ Time _____	Further actions by _____	☐
Staff signature _____	Date _____	Staff debrief YES ☐
EXAMPLE OF A GOLD FORM		
Concern/incident (include your name, any witnesses, context and location)		
Next steps (leave free for the safeguarding team to complete)		
Please complete and hand to one of the safeguarding team LG KK KSh LH and LSB		

PLEASE ENSURE THAT YOU HAVE SIGNED AND DATED THE FORM

- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.



<https://www.warrington.gov.uk/mars> <https://www.warrington.gov.uk/warrington-safeguardingpartnership>

15 Managing allegations against staff – also see Whistleblowing Policy

- We ensure that all parents know how to complain about the behaviour or actions of staff, supply teachers or volunteers within the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, supply teachers or any other person working with the children, which includes:
 - ✦ Inappropriate sexual comments; inappropriate sharing of images; Excessive one-to-one attention beyond the requirements of their usual roll and responsibilities.
 - ✦ Behaved in a way that has harmed a child, or may have harmed a child;
 - ✦ Possibly committed a criminal offence against or related to a child;
 - ✦ Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- We follow the guidance of Warrington Safeguarding Partnership when responding to any complaint that a member of staff or volunteer within the setting.
- We respond to any disclosure by children or staff, no matter how small, that abuse by a member of staff, supply teacher or volunteer within the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- For pupils attending our 2-year-old provision, we notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the HeadTeacher/Chair of governors and the LADO agree it is appropriate in the circumstances, the headteacher and / or chair of governors will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.
- School have procedures in place to deal with low-level concerns and allegations that don't meet the harm threshold. Staff code of conduct and the Child Protection Policy explain what a low-level concern is and the importance of sharing concerns. A low-level concern is any concern that an adult has acted in a way that: is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO). The headteacher should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DDSL.
- Examples of low-level concerns could include: • being over friendly with children • having favourites • taking photographs of children on their mobile phone • engaging with a child one-to-one in a secluded area or behind a closed door • using inappropriate sexualised, intimidating or offensive language.

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures are implemented effectively and appropriate action is taken to deal with any concern. Sharing Lowlevel concerns should be reported to the DSL or Deputy DSL. Schools and colleges should create an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards. The DSL or Deputy DSL will record all low-level concerns. Records include the details of the concern, how the concern arose and the actions taken. Records are be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken. Learning will be taken and these lessons will apply to all cases, not just those which are concluded and found to be substantiate.

Transferable risk – this is an incident outside school which did not involve children but could have an impact on their suitability to work with children. We refer any such complaint immediately to the Local Authority

Designated Officer (LADO) to investigate – Call - 01925 442079 Email -LADO@warrington.gov.uk

- Supply teachers – whilst school is not the employer of supply teachers, they should ensure allegations are dealt with properly. School will usually take the lead in any investigation because agencies do not have direct access to children or any other school staff, so they will not be able to collect the facts. They will also not be able to liaise with the LADO. Low level concerns which are shared about supply staff and contractors should be notified

to their employers; and schools and colleges should consult with their LADO if unsure whether low level concerns shared about a member of staff meet the harm threshold. Guidance for advice on record retention.

https://actnow.org.uk/media/articles/The_Information_Commissioner_Employment_Practices_Code_commentary.pdf#:~:text=The%20Employment%20Practices%20Code%20is%20intended%20to%20provide,best%20practice%20in%20dealing%20with%20Data%20Protection%20issues

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information, so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

16 Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.
- We will teach relevant issues for schools through Relationships Education and Health Education having due regard to the statutory guidance (revised for introduction September online safety
- 2026).
- We will provide LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

17 Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of Warrington Safeguarding Partnership. All staff read the DFE Data Protection guidance for schools (DFE 2024b) to comply with data protection law; develop data policies; understand what staff and pupil data to keep; and prevent data breaches.

18 Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as the problem emerges, at any point in a child's life. At St Ann's we work with local agencies to identify families who would benefit from early help. KCSE 2025 says: All staff should be prepared to identify children who 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. The 'Working Together to Safeguard Children document: 2025 states that professionals should, in particular be alert to the potential need for early help for a child who:

- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour; including gang involvement and association with organised crime groups or county lines
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is showing early signs of abuse / neglect
- frequently missing/goes missing from education, home or care
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, sexual or exploitation
- has returned home to their family from care;
- is at risk of being radicalised or exploited;
- is a privately fostered child
- has a mental health need;
- has a parent or carer in custody or is affected by parental offending;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage •
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our roll and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with Warrington's children's social care team.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated roll and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of Warrington Safeguarding Partnership.

Level of need	Intervention	Agencies involved
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Universal - Children and young people who are achieving each of the 5 outcomes.	Whole school initiatives Informal contact with children, parents/carers to resolve low level issues.	The child and their family. School staff
Universal Plus - Children and young people who may need extra support in order to achieve the 5 outcomes.	School Support Meetings Informal meetings with parents/carers to resolve low level issues. These may require a referral to an additional agency and will be reviewed	The child and their family. School staff. Possible involvement of an external agency. This is voluntary
Partnership Plus - Children and young people who have complex needs and who require coordinated support in order to achieve the 5 outcomes.	Early Help Assessment A document completed by the family with support from the lead professional. The EHA document brings together all agencies involved with a family to ensure everyone is working together and information is shared. Parent/Carers or the child where appropriate, must consent to this document. Family Support Meetings A Family Support Plan is put into place for families with complex needs. This may be required as earlier forms of intervention have not been effective. Family Support Plans similarly to a EHA, look to bring agencies and families together in order to put in place the best package of support. Parents/Carers or the child where appropriate, must consent to this document.	The child and their family. School staff. Multiple external agencies including Health, Family Support Workers, CAMHS, Housing, GP, Dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. This is voluntary
Statutory/Specialist Children and young people who have complex needs and where the children may be in danger of significant harm and require coordinated support in order to achieve the 5 outcomes.	As well as the above, Child Protection Conference reports will be held. Core groups where all professional are expected to attend and provide updates regarding the family these meetings will be held every 6 weeks.	The child and their family. School staff. Multiple external agencies. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. This is compulsory and the child will have a social worker.

Successful outcomes for children depend on strong multi-agency partnership working across the whole system of help, support and protection including effective work from all agencies with parents, carers, and families. We actively

promote working with parents and carers to centre the importance of building positive, trusting, and co-operative relationships to deliver tailored support to families, and expectations for multi-agency working that apply to all individuals, agencies and organisations working with children and their families, across a range of roles and activities.

At St Ann's we have a Pastoral and Safeguarding Officer who works with our families, and our aim is to support children and families as soon as problems begin to prevent escalation. If you feel that you would benefit from early support, please come and speak to the DSL, Deputy DSL (Pastoral and Safeguarding Officer). Following discussion, it may be appropriate to undertake an Early Help Assessment to identify what help your family require. St Ann's Early Help Point

of Contact is Mrs Grumbley 01925 632210 www.workingtogetheronline.co.uk <https://www.cheshire.police.uk/>
<https://www.warringtonccg.nhs.uk/>

Pathways to Recovery is a free and confidential drug and alcohol service for adults, families and carers in Warrington.

Their recovery teams work across Warrington to support people struggling with addictions. [Pathways to Recovery - Warrington](#)

18b Multi- Agency Safeguarding Arrangements

St Ann's contributes to multi-agency working as part of its statutory duty. The school is aware of and follows local safeguarding arrangements. St Ann's will be fully engaged, involved, and included in local safeguarding arrangements. St Ann's will work with social care, the police and health services along with any other identified professionals to protect the welfare of our pupils.

Lead Safeguarding Partners (LSPs) include the local authority, integrated care boards and the police. A partnership chair will be one of the Lead Safeguarding Partners.

Delegated Safeguarding Partners (DSPs), are those leading delivery of arrangements and outlining the joint functions as strategic leaders.

Education have an important and vital part to play in safeguarding children as children spend a majority of their day in school. Professionals value education's input and involving them in strategic decision-making.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

19 Arrangements for monitoring and evaluation

Safeguarding children policy and procedures in the school will be an annual agenda item on full governing body meetings. The safeguarding children governor will meet termly with the Designated Senior Lead in order to monitor

safeguarding procedures and will report on a termly basis to the SCS Committee of the governing body. This policy will be reviewed in light of safeguarding cases or publications as and when they arise.

20 Child's need for a social worker

Local authorities should share the fact a child has a social worker, and designated safeguarding lead should hold and use this information so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

21 Children in the Care of The Local Authority (CIC)

We recognise that many CIC children have been subject to child protection procedures prior to acquiring CIC status. We work and liaise closely with the relevant agencies of the local authority to ensure that these children make good progress and develop well both emotionally and socially in school. The DDSL is also responsible for the overview of and provision for such children and ensures that each child has an appropriate Personal Education Plan (PEP) in place. Such plans are required by the local authority. We liaise closely with all adults responsible for the children and attend relevant meetings.

All children who are in the care of the local authority come under the care of the virtual school. The virtual school is a team of teachers, advisers & professionals who work with nurseries, schools, colleges, trainers and employers to make sure the children get the best education or training possible. The head teacher of the virtual school will make sure that the head teacher and the staff of St Ann's C E school are given the support needed to support CIC children with their education.

The role of the Virtual School Head includes a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker. The Virtual School Head should identify and engage with key professionals to help them understand the role they have in improving outcomes for children.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

At St Ann's C E Primary we are aware that children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales may continue to require support from school.

Local authorities have on-going responsibilities to the children who cease to be looked after and become care leavers.

22 Private Fostering

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not a when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Schools play an essential roll in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned about their safety or welfare.

This guidance aims to raise the awareness of the roll of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Warrington Children's Services. '[Child Trafficking and Private Fostering](http://privatefostering.org.uk/)', ECPAT UK <http://privatefostering.org.uk/>

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to or they chose not to tell agencies about these arrangements.

Children's Services are not involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?

- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child. What schools can do:
- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur.
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements, they should notify the DSL or DDSL
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement

23 Arrangements for Transition & Transfer of Documentation

As pupils transfer to another school or high school, a meeting should be arranged with the DSL or DDSL from that school to discuss concerns and pass information and any documents on. Following Data Protection guidance (GDPR 2018) the children's documents will follow the child.

A list of the contents of documents will be given to the next school, this should be signed for by the school receiving the documents and retained with safeguarding records at St Ann's. From September 2020 the children's files are on CPOMs and it is the responsibility of the DDSL to arrange transfer of the safeguarding documents the new school.

24 Criminal Exploitation of Children –County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". Exploitation is an illegal part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher education institutions, pupil referral units, special education need schools, children's homes and care homes. Children are often recruited to move drugs and money between locations.

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

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.
<https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults>

25 Children Missing from Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's authorised or unauthorised absence and children missing from education procedures.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Keeping Children Safe in Education (September 2024) says that schools should have:

- staff who understand what to do when children do not attend regularly
- appropriate policies, procedures and responses for pupils who have unexplainable and/or persistent absences from education (especially on repeat occasions)
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- procedures to inform the local authority when they plan to take pupils off-roll because they are: leaving school to be home educated;
 - no longer living close enough to the school to reasonably attend;
 - likely to remain medically unfit beyond compulsory school age;
 - in custody for four months or more (and will not return to the school afterwards); or
 - permanently excluded.

Schools should inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for 10 consecutive days

<https://www.gov.uk/government/publications/children-missing-education>

26 Domestic abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including expartners and family members. The definition captures a range of different abusive behaviours, including physical, emotional,

financial, sexual, psychological abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

- ☐ 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. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result of abuse. Children may not feel ready or know how to tell someone they are being abused. Being subjected to harassment, violence and or abuse, may breach children’s rights, as set out in the Human Rights Act.

Domestic Abuse support services

Women’s Aid and Refuge run the 24hr National Domestic Violence Helpline – 0808 2000 247

They also provide guidance and support to those experiencing domestic abuse. Further information about the services they offer can be found at www.womensaid.org.uk <https://www.warrington.gov.uk/node/589>

The Samaritans – www.samaritans.org - 08457 90 90 90

The National Stalking Helpline provides guidance and information to anyone who is currently or has previously been affected by harassment or stalking. Further information about the services they offer can be found at www.stalkinghelpline.org and they can be contacted on 0808 802 0300

27 Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children’s social care if they are concerned about a child’s welfare.

St Ann's Operation Encompass Point of Contact is Mrs Grumbley
01925 632210

<https://www.operationencompass.org>

28 Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.

When people talk about sexting, they usually refer to sending and receiving:

- naked pictures
- underwear shots
- sexual pictures
- explicit 'rude' text messages or videos.

If pupils are 'sexting' indecent images of someone under the age of 18, they may be committing a criminal offence under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. This means, it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken;
- To make an indecent photograph (and this includes downloading or opening an image that has been sent);
- To distribute or show such an image;
- To possess with the intention of distributing images;
- To possess such images.

Whether someone is charged is decided by the Crown Prosecution Service. Generally, children are not prosecuted. However, children and young people need to be aware that they may be breaking the law. Although unlikely to be prosecuted, children and young people who send or possess the images may be visited by Police and on some occasions media equipment e.g. computers and mobile phones could be removed.

The key factor to highlight is that the real harm in relation to 'sexting' is that those in the photographs may become victims should the images be shown to others.

CEOP (Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify online and offline threats to children and young people.

www.ceop.police.uk

29 Sexual Harassment

Sexual harassment is “unwanted conduct of a sexual nature”. It includes, but is not limited to: Sexual comments (e.g. sexualised names and lewd comments) Sexual jokes or taunting Physical behaviour (e.g. interfering with clothes or displaying sexual pictures). It is important that children understand that the law is in place to protect rather than criminalise them. School staff need to be aware of the importance of understanding intra-familial harms, and any necessary support for siblings following incidents. School staff are aware of the need for schools and colleges to be part of discussions with statutory safeguarding partners

30 Sexual violence

Sexual violence is defined through the Sexual Offences Act 2003 as: Rape (of the vagina, anus or mouth by a penis) Assault by penetration (by a body part or anything else) Sexual assault (intentional sexual touching)

A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. When the DSL or Deputy DSL are informed of an alleged incident they then follow procedures by either reporting the incident to the police; making a referral to Children’s Social Care or to Early Help. They will also carry out a risk assessment and consider the proximity of the alleged victim and alleged perpetrator. Staff should be aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems and unwanted pregnancy.

31 Online Safety and Cybercrime

Online safety. Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in online safety is therefore an essential part of the school’s online safety provision. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience. Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The governors will regularly review the effectiveness of school filters and monitoring systems. They will ensure that the leadership team and relevant staff are aware of and understand the systems in place, they manage them effectively and know how to escalate concerns when identified. The school health and safety committee which is chaired by a governor will review filtering systems as a standing item on the agenda. The minutes of these meetings are shared at Full Governing body meetings. Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. School will share information with parents/carers about what systems they have in place to filter and monitor online use and what they are asking children to do online, including the sites they will be asked to access.

<https://www.gov.uk/guidance/plan-technology-for-your-school>.

The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education. <https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations>

See St Ann's Online Safety Policy for further information.

<https://stannswarrington.securedprimary.com/warrington/primary/stanns/site/pages/importantinformation/policies>

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at <https://www.ncsc.gov.uk/>

CEOP (Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify online and offline threats to children and young people. More information about their work can be found at www.ceop.police.uk helpline@saferinternet.org.uk

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

32 Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#).

St Ann's will provide online support and advice to parents to support them to keep their children safe online at home.

33 CSE and CCE - Child Sexual Exploitation and Child Criminal Exploitation

Both CSC and CCS are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups. The indicators for exploitation are different for boys and girls.

What is Child Sexual Exploitation? (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increase status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact, it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact and non-contact sexual activity and may occur without the child or young person's immediate knowledge (eg. through others copying videos or images they have created and posted on social media).

Who is at risk?

Child sexual exploitation can happen to any young person from any background. CSE is child abuse and should be treated as a child protection issue.

Warning Signs and Vulnerabilities Checklist

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss

- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited.

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

What can schools do to tackle Child Sexual Exploitation?

Training and Awareness

The DSL should ensure that all staff and volunteers who work with children and young people are made aware of Child Sexual Exploitation and the indicators of concern in order to identify and respond to concerns at an early stage.

Promotion of healthy relationships through the curriculum

Educational institutions play an important roll in helping children and young people gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others. The PSHCE curriculum, including Sex and Relationship Education (SRE), provides a vehicle for this important learning which can help prevent children and young people becoming involved in sexual exploitation.

By enabling children and young people to explore what makes a safe and healthy relationship, schools can help to develop the awareness and skills to recognise and manage potential risks of harm, stay safe and seek help if they need it. It is important that this message is repeated throughout a child's time at school to support prevention through the promotion of safe practices. Both primary and secondary schools have a vital roll to play in this preventive education and awareness raising.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE - National Working Group <http://www.nwgnetwork.org/> [Barnardo's](#)

[- Tackling Child Sexual Exploitation](#)

www.paceuk.info/ - Parents Against Child Sexual Exploitation - comprehensive website containing information and advice about Child Sexual Exploitation. The site is aimed specifically at parents but also contains some information for professionals.

CEOP (Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify online and offline threats to children and young people. More information about their work can be found at www.ceop.police.uk

[Going to court 5 -11 year olds](#) - Guidance to support children through the court system.

34 Prevent Strategy

Children are vulnerable to extreme ideology and radicalisation. Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism. Terrorism is an act that endangers or causes serious violence to a person/people. Causes serious damage to property, or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others).

Why is it important for schools to discuss Extremism?

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" (*Prevent Strategy*)

Values and leadership strategies underpin the ethos of the school to play a positive role model in preventing extremism. These should be developed, understood and shared by leaders at all levels in the school; governors, the senior leadership team and all staff.

School will promote knowledge, skills and understanding to build the resilience of learners; explore controversial issues; recognise local needs. St Ann's will effectively tackle controversial issues including developing questioning techniques to open up safe debate, ensure a freedom of expression and freedom from threat, debate fundamental moral and human rights principles, promoting respectful dialogue and affirming multiple identities. St Ann's Prevent Single Point of Contact is Mrs K Keen 01925 632210

Andy McIntyre

DC 4326

PREVENT Contact Officer

Counter Terrorism Policing North West | Cheshire Police HQ | Oakmere Road | Winsford | CW7 2UA

Landline : 01606 365239 Mobile : 077755 16940 andrew.mcintyre@cheshire.pnn.police.uk

Stephen Gillham

Education Safeguarding Officer and Prevent Lead

Strategic Support

Families and Wellbeing Directorate Warrington Borough Council East Annex, Town Hall, Sankey Street, Warrington, WA1 1UH.

Mobile : 07927 589 489

Email : sgillham@warrington.gov.uk

The police non-emergency number 101 Crimestoppers 0800 555 111 Anti-Terrorism Hotline 0800 789 321

Email: counter.extremism@education.gov.uk Phone No: 020 73407264

www.safeguardingschools.co.uk/preventduty-guidance-from-the-dfe-july-2015

<https://www.gov.uk/government/publications/prevent-duty-guidance>

35 Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice causes severe pain and has several consequences/symptoms, including infection, bleeding and longerterm potential difficulties in childbirth including fatal injury to the baby.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. . Mandatory reporting duty came into force on 31st October 2015. Teachers have a personal duty to report to police immediately any instance where they 'discover' that FGM has been carried out on a girl under 18. It is each person's duty that if they report any FGM that they need to ensure that it has been followed up and if necessary, request police details.

Specific factors that may heighten a girl's or woman's risk of being affected by FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM

- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights

Indications that FGM may be about to take place soon

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies. If school are concerned that a child is going to a country where this is practice then staff school inform the DSL who will meet with the parents to explain the law surrounding FGM and that it is a criminal act.

There can also be clearer signs when FGM is imminent: It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

How staff can make a difference

Girls who are threatened with, or have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a pupil because she appears anxious, depressed and/or emotionally withdrawn. They may be prevented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a pupil comes to school but then absents herself from lessons, possibly spending prolonged periods in the toilets.

We aim to create an environment where pupils feel comfortable and safe to discuss the problems they are facing. Pupils know they will be listened to and their concerns taken seriously.

What to do when you are concerned that a pupil may be at risk of, or has undergone, FGM

Girls are most at risk from FGM during the long summer holiday, so staff should pay particular attention in the summer term and when girls return to school after the summer break.

Staff should ensure that if they have any concerns around a girl's potential subjection to FGM they have a personal duty which requires the individual professional who becomes aware of the case to report it to the police immediately; the responsibility cannot be transferred to someone else. They should also inform the DDSL or another member of the safeguarding team to ensure that the DDSL retains an oversight of safeguarding concerns.

What to do if a pupil stops attending school

If a school suspects that a pupil has been removed from, or prevented from, attending school as a result of FGM, a referral should be made to social care and the police.

FGM Helpline 0800 028 3550

36 Honour-based Abuse

Honour-based abuse is defined as a crime or incident which has or may have been committed to protect or defend the honour of the family and / or the community. It is a collection of practices used to control behaviour and includes Forced Marriage (FM) and Female Genital Mutilation (FGM).

Honour-based abuse can affect both men and women, and cuts across a number of cultures and communities. It is closely associated with domestic abuse and child protection matters.

Issues such as dress, choice of friends, relationships with members of the opposite sex and career choice among others could all impact on a family's honour. Violence and abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code – this is honour-based abuse.

There are many examples of how honour-based abuse can affect someone's life including being isolated from local communities, not being allowed independence, forced into marriage under duress from their family.

Honour-based abuse can result in a number of outcomes including:

- Female Genital Mutilation
- Forced marriage
- Cruelty to persons under 16 (including neglect and abandonment)
- Abduction of an unmarried girl under the age of 1 from parent or guardian
- Child abduction
- Common assault
- Murder

37 Forced Marriage

Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, this guidance aims to raise awareness amongst education professionals of children at risk of forced marriage. In cases of forced marriage, it is important that agencies do not actively initiate, encourage or facilitate family counselling, mediation, arbitration or reconciliation – whether offered by community councils, religious or professional groups. There have been cases of women being murdered by their families during mediation. Mediation can also place someone at risk of further emotional and physical abuse.

What is forced marriage?

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading roll in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. It is a form of abuse directed towards a child or vulnerable adult who are forced into marriage against their free will. From February 2023, it is an offence to carry out any conduct for the purpose of causing a child to enter into a marriage before the child's eighteenth birthday. The Act also makes it an offence to lure someone overseas for the purpose of forced marriage.

Who is at risk?

Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year.

The key motives for forcing a child into marriage have been identified as:

- Controlling unwanted behaviour and sexuality (including perceived promiscuity such as kissing or handholding, or being gay, lesbian, bisexual or transgender);
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a 'westernized manner'
- Preventing 'unsuitable' relationships, e.g. outside the ethnic, cultural religious or caste group
- Protecting 'family honour' or 'izzat'
- Rejecting a proposal of marriage
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas
- Protecting perceived religious ideals that are misguided
- Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role
- Assisting claims for residence and citizenship
- Long-standing family commitments
- What can Schools do to tackle Forced Marriage?
- Signposting where appropriate to further support and advice regarding forced marriage.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.

- Educating teachers and other staff about the issues surrounding forced marriage and the presenting symptoms
- Encouraging young people to access appropriate advice, information and support.

What to do if you suspect a student is being forced into marriage:

A child at risk of forced marriage or FGM may also be at risk of other forms of honour-based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

The “one chance” rule:

Practitioners may only have one chance to speak to a potential victim of forced marriage and thus they may only have one chance to save a life. If a victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

What you should do:

- Take the issue seriously and recognise the potential risk of harm to the victim.
- See them on their own in a private place where the conversation cannot be overheard.
- Gather as much information as possible about the victim – it may be the only opportunity.
- Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.
- Follow our child protection procedures and talk to the DSL or DDSL without delay in order to get support from other agencies.
- The DDSL should contact the MASH

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time. Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.

If a return date has been specified and a child has not returned to school, school must contact their Education Welfare Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance and referring the case to the police and Children's Services as appropriate.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect, and in older children may raise concerns around child sexual exploitation. Keeping Children Safe in Education (September 2024) says that schools should have:

- staff who understand what to do when children do not attend regularly
- appropriate procedures and responses for pupils who go missing from education (especially on repeat occasions)
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- procedures to inform the local authority when they plan to take pupils off-roll because they are:
 - ✦ leaving school to be home educated;
 - ✦ no longer living close enough to the school to reasonably attend;
 - ✦ likely to remain medically unfit beyond compulsory school age;
 - ✦ in custody for four months or more (and will not return to the school afterwards); or ✦ permanently excluded.

School will inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for 10 consecutive days without authorisation.

If the parents are vague about plans for overseas trips or there are other concerns amongst staff, expert advice is available from:

The Forced Marriage Unit [FMU] ☎020 7008 0151 <https://www.gov.uk/forced-marriage#forcedmarriage-unit>

This service provides advice and guidance for British nationals being forced into marriage overseas. The Unit also provides expert advice to professionals, especially those confronted by it for the first time.

If you believe a situation is urgent you should call 999

Please visit <https://www.gov.uk/forced-marriage> for further information practice guidelines and resources for professionals protecting, advising and supporting victims.

Promoted by the FMU, the organisation <http://www.freedomcharity.org.uk/> has produced a very clever app that offers help, assistance and instruction to children, friends of children, professionals with an interest and any other parties.

Appendix 1 - Categories of 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.

Abuse: a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Harm can include children witnessing the ill-treatment of others and that is particularly relevant when children see, hear or experience domestic abuse and its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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 (FI and FII)

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 from 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

Appendix 8 - Child Protection Awareness Document

This must be read by all staff, governors, students and volunteers

Introduction

St Ann's School hands out this document to volunteers, staff who are new to the school including supply staff and governors. It is a simple tool that helps to send out the message that this is an 'aware' school.

Child Protection Summary

- Teachers and others in regular contact with children and young people are in a position to get to know those individuals well, to develop trusting relationships, observe changes in behaviour and may be chosen by the young person to share confidence and concerns. Regrettably, there are occasions where child abuse is alleged or suspected. All such situations must be taken seriously.
- It is the policy of this school to safeguard the welfare of children and all others involved in the school's activities by protecting them from physical, sexual emotional harm and neglect.
- It is the responsibility of each adult to ensure that his/her behaviour is appropriate at all times. A Code of Conduct is included in this document to give positive guidance for all adults. It is essential that all adults follow the Code of Conduct whether they work with children, young people or adults. Details of the steps to take if abuse is alleged or suspected are also included in this document, although more detailed LA Child Protection Guidelines are also available to all staff. It is important to remember that school staff are **not** investigating officers.
- If there is an allegation or suspicion of abuse then this must be reported immediately to the Designated Senior Lead or Deputy Designated Senior Lead for child protection, whose responsibility it is to refer to social services/police (who are the investigation agencies). At all times the welfare of the child is paramount. Swift reporting will enable the investigating agency to give advice and to take appropriate action.
- These procedures exist, not to discourage adults from being involved in the life of this school, but to ensure, as far as possible, that people who may abuse children do not get the opportunity to do so.

Complying with School Child Protection Policy;

- All adults coming into contact with children and young people in this school must comply with the Child Protection Policy and Code of Conduct.
- **You are required to read this document. The form must be read, before you take any duties in this establishment.**
- **In all matters of child protection, the welfare and safety of the child is the paramount consideration.**

Procedure:

- If you suspect that a child/young person is being abused:
- Immediately tell the Designated Safeguarding Leader or Deputy Designated Safeguarding Lead for child protection, if not available them to a member of the safeguarding team. (KK LG KSh LH and LSB)
- Record the known facts and give them to the above person.

If a child or young person tells you he/she is being abused:

1. Allow him/her to speak without interruption, accepting what is said.
2. Advise him/her that you will offer support, but you **must** pass information on to the Designated Safeguarding Lead for child protection and in their absence the Deputy DSL.
3. Immediately tell the Designated Safeguarding Lead or the Deputy DSL for child protection.
4. Record the facts, on a GOLD form, as you know them, including the account given to you by the young person and give a copy to the Designated Senior Lead for child protection.

Whistle Blowing Procedures

If you receive an allegation about any adult or about yourself:

1. Immediately tell the Headteacher Mrs. Keen or the chair of governors Rev Cowan
2. Record the facts as you know them and give a copy to the Headteacher or Chair of Governors where the Headteacher is implicated.

You must refer.

You must NOT investigate.



Warrington St. Ann's
Church of England Primary School
"Where Everyone Matters"
Code
of
Conduct

Warrington St. Ann's CE is a Church of England school where everyone matters. Therefore, all adults working in our school, whatever their position whether paid or unpaid, are expected to work within this code of conduct and to maintain the Christian ethos of the school.

This document has been written with reference to the "Guidance for Safe Working Practice for the Protection for Children and Staff in Educational Settings" produced by The National Network of Investigation and Referral Support Co-ordinators.

The Headteacher, Mrs. K. Keen, is the Designated Safeguarding Lead (DSL) for child protection and she is supported by members of the Safeguarding team; Mrs. L. Grumbley, Deputy DSL and Safeguarding and Pastoral Officer and the Senior Leadership Team and a designated school governor Mrs A Coville. The Chair of the Governing Body is Rev Shirley Cowan.

DUTY OF CARE

All adults should:

- ☐ Understand the responsibilities which are part of their roll and be aware that sanctions will be applied if these provisions are breached.
- ☐ Always act, and be seen to act, in the child's best interests
- ☐ Avoid any conduct which would lead any reasonable person to question their motivation and intentions
- ☐ Take responsibility for their own actions and behaviour
- ☐ Inform the Head Teacher if they have; any criminal convictions, cautions, reprimands or final warnings or any pending prosecutions; or if anyone within their household has any of these involving their behaviour towards children or young/vulnerable adults.
- ☐ For security and safety reasons ALL staff must scan in and out with their Passtab on entering and leaving the building.
- ☐ If staff misplace their Passtab or school fob, for security reasons they must inform a member of the office staff IMMEDIATELY.
- ☐ For safeguarding reasons staff must wear their ID badge when working. If you forget your ID badge you must use a visitors badge that day.

2. EXERCISE PROFESSIONAL JUDGEMENT

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour.

This means that where no specific guidance exists all adults should:

- ✦ Discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- ✦ Always discuss any misunderstanding, accidents or threats with SLT (senior leadership team) or DSL
- ✦ Always record discussions and actions taken with their justifications

3. POWER AND POSITIONS OF TRUST

All adults should not:

- ✦ Use their position to gain access to information for their own advantage and/or a child's family's detriment
- ✦ Use their position to intimidate, threaten, coerce or undermine pupils, their families or other staff
- ✦ Use their status and standing to form or promote relationships with children that are of a sexual nature.

All adults should:

- ✦ Avoid behaviour that might be misinterpreted by other and report and record any incidents with this potential.

4. CONFIDENTIALITY

All adults:

- ☐ Are expected to treat all information they receive about children and young people in a discreet and confidential manner
- ☐ Should seek advice from a member of SLT, or a member of the safeguarding team, if they are in any doubt about sharing information they hold or which has been requested of them
- ☐ Should not discuss incidents with parents or others about other children
- ☐ Should not discuss contentious concerns regarding children which they have not discussed with SLT or DDSL
- ☐ Need to follow Data Processing policies in line with GDPR and be cautious when passing information to others about a child or young person

5. INFATUATIONS

All adults should:

- ☐ Report any indications (verbal, written or physical) that suggests that a pupil may be infatuated with a member of staff.

6. PROPRIETY AND BEHAVIOUR

All adults should not:

- ☐ Behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model
- ☐ Make sexual remarks to a pupil (including email, social networking, text messages, by phone, through remote learning or by letter)
- ☐ Discuss their own sexual relationships with, or in the presence of pupils ☐ Discuss a pupil's sexual relationships in inappropriate settings or contexts
- ☐ Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

- ☐ Make discriminatory comments (**9 protected characteristics**)
- ☐ Carry out their roll without informing their line manager if they are taking any medication which could affect their ability to carry out their roll.

7. DRESS AND APPEARANCE

All adults must dress in a manner which:

- ☐ Promotes a positive and professional image (covers any large visible tattoos, no facial piercings) is appropriate to their roll
- ☐ Is not likely to be viewed as offensive, revealing, or sexually provocative (all skirt lengths should be to the knee, tops should not reveal midriffs, leggings and jeans are not acceptable)
- ☐ Does not distract, cause embarrassment or give rise to misunderstanding
- ☐ Is absent of any political or otherwise contentious slogans that is considered to be discriminatory

8. GIFTS

All adults should:

- ✦ Generally, only give gifts to an individual young person as part of an agreed school reward system
- ✦ Where giving gifts other than as above, ensure that these are of an insignificant value and given to all children equally and a senior colleague is informed
- ✦ Ensure that gifts received or given in situations which may be misconstrued are declared
- ✦ Ensure that gifts received from children, parents, or external contacts or given over the value of £10.00 are declared.

9. CURRICULUM

All adults should:

- ✦ Have clear plans for teaching
- ✦ Ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan (objectives). This plan should highlight if there are particular areas of risk and sensitivity
- ✦ Not enter into or encourage inappropriate or offensive discussion about sexual activity, including in Relationship Education.
- ✦ Ensure that resources and content of lessons can not be considered racist or discriminatory.

10. SOCIAL CONTACT

All adults should:

- ☐ Not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship
- ☐ Declare any social contact or relationships they have with children's families due to their living in the community of the school and friendships developed prior to their employment at the school
- ☐ Advise the SLT of any regular social contact they have with a pupil which may give rise to concern
- ☐ Always approve any planned social contact with senior colleagues, for example when it is part of the reward scheme or pastoral programme
- ☐ Report and record any situation, which they feel, might compromise the school or their own professional standing.
- ☐ Not have contact (or be "friends") with any pupils through social networking internet sites, including past pupils under 18 years ☐ Not refer to school incidents or pupils on social networking internet sites
- ☐ Avoid contact with children's parents and families on social networking sites. However, where they already have friendships developed prior to their employment at school and thus have such contact, they should only make comments, post images and use language that is considered professional and that would be used in the school setting.
- ☐ Should not act, make comments or behave in a way that brings the school, governors or staff into disrepute

11. INTERNET USE

All adults should:

- ☐ Follow the school policy on the use of IT equipment in line with the e-Safety Policy and the Remote Learning Policy.

12. PHYSICAL CONTACT

All adults should:

- ☐ Be aware that even well intentioned physical contact may be misconstrued by the child, an observer, or by anyone to whom this action is described
- ☐ Never touch a child in a way that may be considered inappropriate

- ☑ Always be prepared to explain actions and accept that all physical contact must be open to scrutiny and never indulge in horseplay, tickling or fun/play fights.
- ☑ The school has a system in place for recording serious incidents and the outcomes which can be easily accessed by the SLT and provides staff, on a “need to know” basis, with relevant information about vulnerable pupils in their care.

13. PHYSICAL EDUCATION AND OTHER ACTIVITIES WHICH REQUIRE PHYSICAL CONTACT

All adults should:

- ☑ Explain to the children the reason why contact is necessary and what the form this contact will take, in order to support them perform their task safely and gain their agreement. This may be to demonstrate the use of a piece of equipment/ instrument or assist them with an exercise.
- ☑ Ensure that the contact under these circumstances is for the minimum time necessary to complete the activity and takes place in an open environment. Remain sensitive to any discomfort expressed verbally and non-verbally by the child
- ☑ Consider alternatives, where it is anticipated that a pupil may misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration.

14. TOILETS AND CHANGING

All adults should:

- ☑ Avoid entering toilet cubicles when accompanying children to the toilet
- ☑ Follow the school intimate care policy
- ☑ Avoid any physical contact when children are in a state of undress (unless the child requires support in dressing due to age or physical ability, in such cases support should be given with another adult present)
- ☑ Avoid any visually intrusive behaviour and where there are changing rooms announce their intention of entering and avoid remaining in the room unless pupil needs require it
- ☑ DO NOT change in the same room as the children
- ☑ DO NOT shower with the children (residential)

15. PUPILS IN DISTRESS

All adults should:

- ✦ Consider the way which they offer comfort to a distressed pupil
- ✦ Always tell a colleague when and how they offered comfort to a distressed pupil
- ✦ Report and record situations which may give cause for concern.

15. BEHAVIOUR MANAGEMENT

All adults should:

- ✦ Not use any form of physical punishment
- ✦ Try to defuse situations before they escalate
- ✦ Not use sarcasm, demeaning or insensitive comments towards pupils
- ✦ Keep parents informed of any serious incident and sanctions
- ✦ Adhere to the school behaviour management policy.

16. CARE, CONTROL AND PHYSICAL INTERVENTION

Staff may legitimately intervene to prevent a pupil from committing a criminal offense which may injure themselves or others or cause damage to property. Staff should have regard for the health and safety of the child, other children, other staff and themselves. Staff must follow any positive handling plans for individual children

17. SEXUAL CONTACT WITH YOUNG PEOPLE

All adults should:

- ✦ Not pursue sexual relationships with children either in or out of school
- ✦ Avoid any form of communication with a child which could be interpreted as sexually suggestive or provocative, ie, verbal comment, letters, notes, email, phone calls, texts, physical contact.

18. ONE TO ONE SITUATIONS

All adults should:

- ☑ Avoid meeting with children in secluded areas of the school
- ☑ Ensure there is an open door or visual access

- ☐ Inform other staff of the meeting beforehand, assessing the need for them to be present or close by
- ☐ Avoid use of “engaged” or equivalent signs wherever possible as such signs may create an opportunity for secrecy or the interpretation of secrecy, but should instead use a “Quiet Zone” sign
- ☐ Always report any one to one situation where a child has become distressed or angry to a member of SLT or DDSL

19. TRANSPORTING PUPILS

All adults should:

- ✦ Not offer lifts which are unrelated to school to pupils
- ✦ Gain permission from SLT and record usage, reporting the nature of the journey, the route and the expected time of arrival
- ✦ Secure parental permission
- ✦ Ensure that an additional adult to the driver acts as an escort and that the child is in the car for the minimum time possible
- ✦ Be aware that the safety and welfare of the child is their responsibility until this is safely passed over to the parent / care
- ✦ Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. Take account of any specific needs which the child may have.
- ✦ Only transport pupils if you have a clean driving license.
- ✦ Only drive children in a car which is taxed, insured, MOT'd and road worthy.
- ✦ Ensure driver and all passengers use working seatbelts, refrain from smoking in the vehicle and take account of Covid safety.

20. EDUCATIONAL VISITS AND AFTER SCHOOL CLUBS, ETC.

All adults should:

- ☐ Ensure these are agreed by the SLT and appropriately recorded. For residential visits these must, in addition, be agreed formally by Warrington Local Authority and appropriate insurance must be in place
- ☐ Always have another adult present in out of school activities, unless otherwise agree with the senior management
- ☐ Always ensure that the appropriate ratio of adults to children is maintained for all out of school activities
- ☐ Undertake risk assessments, including those for children with specific needs
- ☐ Have written parental consent to the activity
- ☐ Ensure their behaviour remains professional at all times.
- ☐ Ensure information about trips is provided for the EVC to upload onto Evolve IT system.

21. FIRST AID AND ADMINISTRATION OF MEDICATION

All adults should:

- ✦ Adhere to the school's first aid policy
- ✦ Make other staff aware of the task being undertaken
- ✦ Explain to the child what is happening
- ✦ Only administer prescribed medication according to the school's medication policy
- ✦ Follow school Intimate Care policy.

22. INTIMATE CARE

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (e.g., when assisting with toileting or removing wet/soiled clothing). All adults should:

- ✦ Make other staff aware of the task being undertaken and ensure that there is another adult present
- ✦ Explain to the child what is happening
- ✦ Consult with colleagues where any variations to the agreed procedure / care plan is necessary, record these variations and share this information with parents.
- ✦ Follow school Intimate Care policy.

23. PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS

All adults should:

- ✦ Be clear about the purpose of the activity and about what will happen to the photographs / recording when the lesson / activity is concluded.
- ✦ Follow Policies regarding GDPR photocopying and videoing children including ensuring appropriate consent is in place

- ✦ Ensure that a senior member of staff is aware that the photography / image equipment is being used and for what purpose
- ☐ Ensure that all images are available for scrutiny in order to screen for acceptability
- ☐ Only use school equipment for the purpose of photography or videoing unless permission is given and recorded by the SLT.
- ☐ Not use mobile phones to make or store images of children in school or on educational visits or residential without prior permission from SLT.

- ☐ Avoid making images in one to one situations
- ☐ Be able to justify images of children in their possession
- ☐ Only take, display or distribute images of children if they have consent to do so and these must not be placed in the public domain (social networking sites, websites or other published material) without permission from the SLT.

24. WHISTLE BLOWING

All adults should:

- ✦ Follow the school policy on whistle blowing and report any behaviour by anyone that raises concern, to a member of the SLT.
- ✦ KCSIE 2025 says that if staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the schools low level concerns policy to the DSL or the DDSL.

For paid adults in school, breach of this Code of Conduct may result in disciplinary procedures.

For unpaid adults in school, breach of this Code of Conduct may result in your work within the school being terminated.

If the Senior Leadership of school has serious concerns about the conduct of adults working in school which involve possible criminal behaviour these will be discussed with the Local Authority Designated Officer (LADO) AND Local Authority Safeguarding Team and will if necessary be reported to the police for investigation.

Signed _____

Name _____

Date _____

Policy introduced Spring Term 2012, Updated September 2025