



# Safeguarding Policy

<b>Updated:</b>	<b>April 2016</b>
<b>Ratified by Curriculum Governors:</b>	<b>19 April 2016</b>
<b>Next review date:</b>	<b>April 2017</b>

## **SAFEGUARDING AND PROMOTING WELFARE**

“Safeguarding” is an umbrella term encompassing the whole wellbeing of a child and recognises the importance of the preventative agenda. Child Protection is an important component of “safeguarding”.

### **PURPOSE**

The purpose of this policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. It will also make explicit the school's commitment to the development of good practice and sound procedures. This will ensure that safeguarding concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child. The Fallibroome Academy recognises the contribution it can make to protect all children and support students in school and fully endorses the principles outlined in ‘Every Child Matters’ in ensuring that children should: -

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

There are three main elements to our policy.

#### **(a) Prevention**

By providing a positive school atmosphere in which students are valued as individuals and high expectations are explicitly expressed in e.g. Fallibroome's Anti-Bullying Policy, Behaviour and Attendance Policy etc. Considerable emphasis is also put on pastoral guidance and support alongside co-operative teaching and learning strategies.

#### **(b) Protection**

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.

#### **(c) Support**

By giving appropriate support to all students and school staff and to students who may have been abused.

## **SAFEGUARDING DEFINITION**

All adults working in education have a duty to safeguard and promote the welfare of children which is defined in the Children Act as:-

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and
- Undertaking that role so as to have optimum life chances and to enter adulthood successfully.

Fallibroome recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for pupils at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously and where young people are safe and feel safe.

### **STATEMENT OF SCHOOL ETHOS**

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from, abuse.

We will:

- Continue to maintain an ethos where children feel secure and are encouraged to talk, and are listened to e.g. by continuing to ensure that students feel their contribution to school life is valued and their voice is an integral part of future thinking and developments through the community council
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty e.g. through identifying specific staff such as the form tutor, Learning Managers, pastoral supervisors and by outlining the specific nature of their supportive roles
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from harm e.g. through the Pastoral Curriculum work done during tutor activities or through specific units of work in RESPECT
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and violence free relationships e.g. in specific units of work in RESPECT
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies e.g. by continuing to adopt a free flow of information to parents as the need arises and by continuing our inter-agency commitments
- Ensure that key staff are trained in CAF (Common Assessment Framework) procedures.

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board (LSCB).

### **LEADERSHIP AND MANAGEMENT**

Fallibroome acknowledges that anxiety undermines good practice and has identified clear lines of accountability to ensure that staff dealing with child welfare concerns are supported and have access to appropriate training and advice. In this school any individual can contact the following if they have concerns about a young person:

Safeguarding Lead/Designated Teacher for Safeguarding is Mr. S. Smalley.

Mr. N. Curran will deputise in his absence. Mrs. H. Case is also available at the discretion of Mr. Smalley.

In the Sixth Form the Safeguarding Lead is Mr. M. Payne.

The Safeguarding Governor is Mr. M. Gorton.

All adults working with or on behalf of children have a responsibility to safeguard children. There are, however, key people within schools and the LA. who have specific responsibilities under Safeguarding procedures.

At Fallibroome the Designated Safeguarding Lead's role is: -

- to be the first point of contact where staff have any concern or query relating to Safeguarding procedures
- to interview students, as a matter of priority, where Safeguarding concerns are raised
- to make referrals, where appropriate, to Social Services
- to liaise with the Principal
- to provide support to students and staff when concerns are expressed or referrals made
- to liaise with parents as appropriate
- to attend Child Protection case conferences as required or designate another, appropriate member of staff
- to ensure records are kept up to date and stored securely
- to ensure all staff know the correct procedures to follow in relation to Safeguarding procedures

The 'Deputy Designated Child Protection Teacher' will deputise in the event of the Designated Teacher for Child Protection's absence.

There is also a named Governor responsible for Child Protection. The named Governor is not given details relating to specific Child Protection situations but is responsible for ensuring the school: -

- is following the LA Child Protection procedures
- has an up to date policy
- is the contact point for other Governors

Fallibroome recognises the need to attend Child Protection Case Conferences or to send a written report if attendance is not possible. The appropriate member(s) of staff would attend. This is likely to be the Designated Teacher for Child Protection or Learning Manager as they are likely to be able to contribute the most relevant information to the conference. If this is not the Designated Child Protection Teacher an update on the outcome would be given to this teacher on return to school.

## **TRAINING**

All frontline staff in Education should be aware of the signs and symptoms of abuse and know how to respond appropriately to these concerns. Everyone has a duty to make a brief, accurate record of the concerns and to discuss these without delay with the safeguarding lead.

All staff need to complete safeguarding training every 3 years. Fallibroome staff undertake this training on an ongoing basis.

The safeguarding leads need updating every 2 years and must attend additional multiagency training in order to ensure the school works well with partner agencies to safeguard children.

Mr. Smalley undertook this training in March 2016, Mr. Curran in January 2016, Mrs Case in April 2016 and Mr. Payne in March 2016.

We will ensure that staff and other appropriate adults attend training relevant to their role. Staff are kept informed of current Child Protection issues through staff briefings held every Monday, Wednesday and Friday. The Designated Child Protection Teacher is available to support staff if there are concerns or queries about Child Protection.

## **LISTENING TO AND RESPONDING TO CHILDREN**

Fallibroome acknowledges that empowering young people to talk to adults that they trust and ensuring that these individuals respond appropriately is the most effective way of keeping children safe from abuse. This school has developed strategies to ensure that its pupils have a range of adults and older students with whom to share their concerns e.g. appointment of a School Counsellor (Mrs Jacqueline Jouannet); Peer Mentors available to Year 7 students; 'bully box' and dedicated phone line for reporting bullying (627235) and email link on school website; Form Tutors; Pastoral Supervisors; Learning Managers and Assistant Principals Pastoral Care 11-16/ Head of Sixth Form.

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in documents produced by the Local Safeguarding Children Board (LSCB).

Staff joining the school are inducted into the Safeguarding procedures and can access written copies of these should the need arise. Other adults in school are informed by their respective line managers. A notice informing staff/other adults about the school's Designated Teacher for Child Protection is prominently displayed in the staff room.

Parents are informed of the school's duties and responsibilities for Safeguarding through the 'Introducing Fallibroome' booklet, a copy of which is given to all parents of new students and through the school's prospectus which is available on request.

## **RECORD KEEPING PROCEDURE**

- Any member of staff who has concerns about the welfare of a child must share this information , without delay with the Safeguarding Lead even if has not been disclosed
- Staff must make a brief accurate record of these concerns using the agreed proforma CONCERN TRACKING SHEET (available to staff on the 'S' drive/Pastoral) and a paper copy on the display in the main staff room, recording any allegations that the child makes in the child's own words if possible
- It should be signed and dated together with the time and place of the conversation noted, marked CONFIDENTIAL and passed to the Safeguarding Lead, preferably in person, as soon as possible and no longer than an hour after the conversation with the child. If, due to circumstances, this is not possible contact with the Safeguarding Lead or Deputy Safeguarding Lead, (if the former is not available), should be made at the earliest opportunity

- These records are stored securely and the information shared with staff only on a 'need to know basis'
- The child protection record will be transferred, via recorded delivery, to the Safeguarding Lead of the admitting school should the child change schools

Well-kept records are essential to good child protection practice. Fallibroome is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Concerns about the welfare/behaviour of a child are kept in the child's general school record.

Child Protection records are kept securely locked in a separate filing cabinet away from general school records. Only the Principal and Designated Child Protection Teacher have access to these records. Parents and others with parental responsibility may be given access to their child's Child Protection records once appropriate advice has been sought.

Children who come to Fallibroome with welfare/behavioural concerns are put onto the Special Needs register for monitoring purposes or because they are already statemented. All staff are alerted to these children via staff briefings and confidential notes are available from the Assistant Principal in charge of Student Management.

Learning Managers/SENCO collate concerns about individual students which are not Child Protection related. If concerns increase and Child Protection becomes an issue the procedure outlined earlier is followed. If a student leaves to go to another school his/her Child Protection records are sent to the accepting school. The Child Protection records of students who leave are retained by the school for 8 years after the child's 16<sup>th</sup> birthday.

## **CONFIDENTIALITY**

- We recognise that all matters relating to safeguarding are confidential
- The Head Teacher or Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot make a promise to a child to keep secrets

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection.

Parents, Governors and every adult working in, or associated with, the school should discuss any Child Protection concerns with the Designated Teacher for Child Protection. Specific cases should not be discussed, in order to protect an individual's confidentiality, with other members of the school community but general guidance or procedural clarification can be sought from a line manager or member of the Leadership Team.

Teachers and other staff must never guarantee confidentiality to a child, however much the child persists. Doing so could seriously jeopardise the child's safety and well-being and may place the teacher/other member of staff in an untenable position. If a child asks for confidentiality the response should be: - "I cannot guarantee confidentiality and anything you tell me may have to be passed on to the Designated Teacher for Child Protection or

other designated member of staff.” This provides a consistent response, allows the child to decide whether or not to share the information with the teacher and enables the teacher to clarify what will happen next. If the child decides not to share the confidence with the teacher the latter should still pass on any concerns he/she might have had, to the Designated Teacher for Child Protection, as a result of the initial conversation e.g. a child with obvious, visible bruising. If the child does share information of a Child Protection nature the child should be informed that the teacher would have to pass the information on to the Designated Teacher for Child Protection.

The Designated Teacher for Child Protection, having read the information, will discuss the contents with the child in question and will then either seek advice from Social Services, make a referral to Social Services under Child Protection procedures and/or seek clarification from parents as appropriate.

The school will not give information to any person who could potentially pose a danger to the safety of the child concerned.

Normally, personal information would only be disclosed to third parties, including other agencies, with the consent of the child (Data Protection Act 1998). Wherever possible consent of the child will be obtained before sharing personal information with third parties. In some circumstances consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and if, in doubt, legal advice would be sought.

Conversations with a child who discloses abuse need tact and sensitivity in order to reassure a child who may already be under severe emotional stress. It is important that, after the disclosure, subsequent conversations are undertaken only by the Designated Teacher for Child Protection.

## **REFERRAL**

The designated safeguarding lead will assess all information available to the school about a child and refer to Social Service’s Cheshire East Consultation Service (ChECS) if appropriate and confirm this referral in writing by completing Safeguarding Children in Education Referral Form (within 48 hours).

This form can be found on the LSCB website and also in the Record Keeping and Referral Document in the Appendix

<p>Cheshire East Consultation Service (ChECS) Contact Numbers 0300 1235012 Out of hours’ telephone number 0300 1235022</p>
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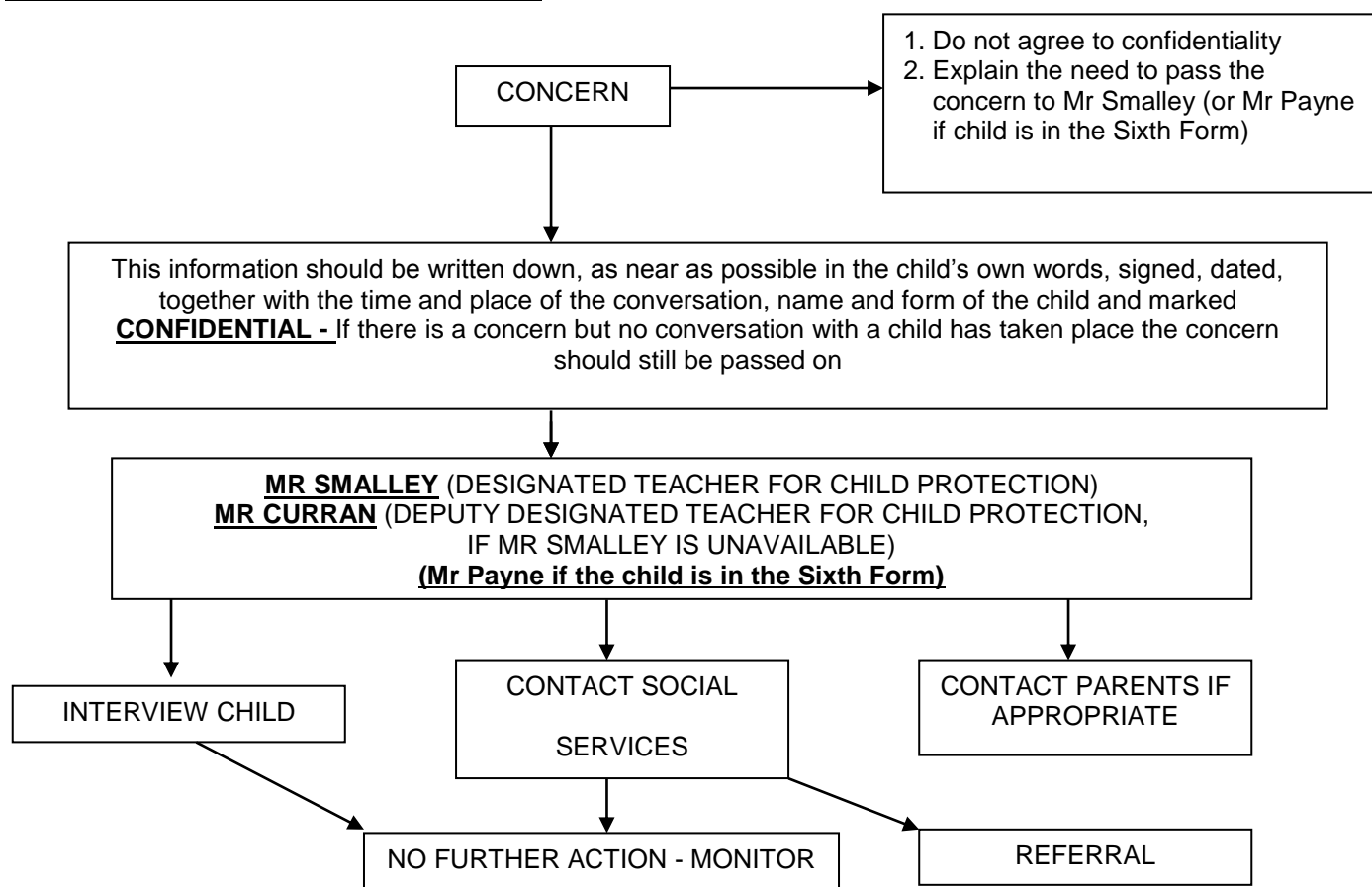
## **THE CHILD IN NEED REFERRAL FORM**

When a child has needs which cannot be met solely by Fallibroome and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child, a referral to Social Services would be initiated.

Where, following an assessment of a situation, it is considered immediate protective action is required, the Designated Teacher for Child Protection will make a Child Protection referral. The referral will be made by telephone and will be confirmed in writing, using the Child in Need Referral Form, and forwarded to Social Services' Cheshire East Consultation Service (ChECS) within 24 hours. In these circumstances we will have records detailing what work has been done to support the child and family and why we believe a more co-ordinated approach is needed. This information will then provide the basis for the completion of the Initial Assessment.

The request for co-ordinated support services for a family will always be discussed with parents unless to do so would place the child or others at risk of harm.

### PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD



All staff will be given a copy of this flow chart. If the concern persists staff should continue to raise their concern with the Designated Teacher for Child Protection.

### SUPPORT FOR VULNERABLE PUPILS

This school believes that it has an important role in mitigating against the harm that children can experience because of exposure to forms of abuse e.g. by including activities such as Behaviour Skills for Learning, Circle Time, Social Emotional Aspects of Learning (SEAL), RESPECT and other programmes which enable pupils to build their confidence and self worth within the school curriculum.



We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by following our CAF assessment checklist which may lead to the CAF process being implemented, attending Child Protection Conferences, Core Groups and Child Care meetings.

Fallibroome undertakes regular reviews of the emotional wellbeing of its pupils. We currently do this by asking Year 9 and 10 students to complete the online PASS (Pupil Attitude to Self and School) survey. Form Tutors meet regularly with Learning Managers to discuss issues arising with particular students.

### **SUPPORTING STUDENTS AT RISK**

Fallibroome recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school. It is also recognised that a minority of children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Fallibroome will endeavour to support students through:

- a relevant curriculum which encourages self-esteem and self-motivation
- the school ethos and pastoral structure which promote a positive, supportive and secure environment e.g. our 'Anti-bullying Policy' and which give all students and adults a sense of being respected and valued e.g. mentoring schemes for new students and newly qualified staff
- the implementation of positive behaviour management strategies as outlined in our 'Behaviour and Attendance Policy'
- a consistent approach, prominently displayed in all classrooms, which recognises and separates the cause of behaviour from that which the student displays. This is vital to ensure that all students are supported within the school setting
- regular liaison with other professionals and agencies who support the students and their families
- a commitment to develop productive, supportive relationships with parents e.g. our 'Home-School Agreement'
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

In addition to the policies mentioned above this policy should also be considered alongside other related policies e.g. 'Special Educational Needs' Policy, 'Health and Safety' Policy etc.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

All students are able to access the school's counsellor via their Learning Manager. Specific students may also access the school's Inclusion Resource Centre (IRC), once an IRC card is issued by the respective Learning Manager or SENCO. This serves as a 'time out' card from lessons which allows vulnerable students time to manage particular moments of anxiety, supported by a member of staff.

### **E-Safety**

We acknowledge that new technologies while enhancing learning opportunities can provide ways of exposing young people to potentially harmful experiences. This school has an acceptable use policy and all staff take all forms of abuse, including text/email/internet abuse seriously. Procedures are outlined in the E-Safety policy. There is also an important section in our 'Anti-bullying' policy on cyberbullying.

### **Domestic Abuse**

Statistics confirm the strong link between domestic abuse and child abuse

Our staff take any incidents of domestic abuse seriously and take a proactive role in ensuring the safety of those impacted. Any concerns are passed to the Safeguarding Lead who then contributes to the MARAC process, referring pupils for additional support as appropriate.

### **Bullying**

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.

This policy must be read in conjunction with other pupil welfare policies eg Anti-bullying policy; Behaviour and Attendance policy; Use of Reasonable Force policy

### **MAKING CHILDREN AWARE**

As part of developing a healthy lifestyle children are taught: -

- to recognise and manage risks in different situations and then decide how to behave appropriately e.g. safety in/out of school; bullying; offers of drugs in Behaviour Skills for Learning Year 7 and elsewhere
- to judge what kind of physical contact is acceptable and unacceptable e.g. relationships units in RESPECT
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help e.g. units of work in RESPECT
- to use assertiveness techniques to resist unhelpful pressure e.g. units of work in RESPECT

Children should feel valued, respected and able to discuss any concerns they have. We display helpful information including Children's Helplines (KOOOTH.COM; ChildLine; Bully Hotline) to provide assurance that it's okay to talk.

## **SAFER RECRUITMENT AND RETENTION**

- This school operates vetting and safe recruitment practices.
- Some staff are accredited in Safer Recruitment and at least one member of the recruitment panel will have passed the required assessment. All staff will be given safeguarding and code of conduct information as part of their induction.
- Procedures are in place to support all staff who have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity. Staff are required to adhere to the 'Fallibroome Staff Code of Practice' and report all such concerns to the Principal or Chair of Governors as appropriate.

Fallibroome will ensure that all adults, whether members of staff, volunteers or involved in the transportation of students will be subject to the appropriate level of vetting procedures. The school will follow the ACPC Procedures – Allegations against Professional Carers in cases of suspected inappropriate conduct by staff in respect of children.

All staff should be familiar with the school's 'Use of Reasonable Force' policy.

All staff should be aware of the potential problems of working with students in a one-to-one situation and should take appropriate preventative action e.g. ensure that the interaction takes place with the door open in a highly visible area and with another adult – teacher, teaching assistant, technician – present. All new staff are inducted into best practice procedures in order to avoid situations where allegations may be made against them. Individual students seeking advice from teachers on sexual matters should be referred to the School Nurse. Staff should not give individual advice to students about such matters. Sex and Relationships are taught through the RESPECT department and students are able to ask questions as appropriate.

The Principal will deal with any member of staff faced with allegations of inappropriate behaviour towards a student (or other member of staff).

## **ALLEGATIONS AGAINST PROFESSIONAL CARERS**

- In the event of an allegation about the behaviour of a teacher or other professional carers, Fallibroome will contact the personnel department/safeguarding unit and follow Local Authority procedures.
- In the event of an allegation against the Principal, the Chair of Governors would be notified.

## **THE USE OF PHOTOGRAPHIC IMAGES OF CHILDREN IN SCHOOLS**

We live in an age in which technology has vastly increased the use, and potential misuse, of photography and safety issues surrounding the use of photographic images by schools need to be considered.

There will be occasions when we would wish to take photographic images of students celebrating the achievement of students and the school, as part of the curriculum and in extra-curricular activities. This can enhance self-esteem for students and their families and is therefore welcomed.

However, in addition, individuals have the right to privacy and family life and there will be families who do not wish information to be made public. We must also be mindful of

**confidentiality issues especially in relation to children living in care or with adoptive families and in situations involving Child Protection and Domestic Abuse.**

**As a general rule, where it is appropriate to use images of your child we will: -**

- **obtain the active consent of student and parent**
- **be able to justify the production of such images**
- **specify how the material will be used**
- **ensure that names are not printed with photographs which could identify individuals without parental consent**
- **ensure visits by newspaper employees to school are planned in advance and a senior member of staff is aware that images are being taken and for what purpose**
- **avoid making images in one-to-one situations**
- **ensure that all images are available for scrutiny in order to screen for acceptability**
- **make arrangements for storage and disposal of all materials including any unused images**
- **alert parents and relatives of students that any photographs or video film taken at school events are likely to contain images of students who will not have given their permission to be filmed or photographed. Such images should not be circulated more widely than the family. (A note to this effect will be printed on event programmes or tickets).**

**CONSENT WILL BE ASKED FOR WHEN A STUDENT JOINS THE SCHOOL AND, UNLESS WITHDRAWN, WILL REMAIN IN FORCE UNTIL THE STUDENT LEAVES.**

**The following sectors of the school community contributed to the formulation of this policy: staff; parents; governors; students.**

## **Mental Health Support at Fallibroome**

Depending on the level of need presented, Fallibroome use a tiered response. The general pastoral structure of the school, with Form Tutor as a daily point of contact, overseen by respective Learning Managers, helps create the appropriate school climate and ethos. Students are encouraged to participate in extra-curricular activities such as sport, performing arts and fund raising to help maintain a healthy work/ play balance.

Students who may be suffering from mental health issues are identified through other students, parents or staff. Staff follow the school's safeguarding policy to raise concerns.

The school's approach is to work with student and parents to engage a student and focus on specific concern. This intervention can be via phone/ email or in person. Often, small tweaks to issues can be a major factor in improving emotional well being. For example: sitting elsewhere in a class room; informing staff that a student is struggling with homework; being considerate of recent bereavement.

An open child centred approach through a strong and established pastoral system alerts students to their ability to discuss issues with any member of staff with whom they feel most comfortable.

Students are able to report any concerns via the school's 'voice boxes' positioned around school, or even through the 'report bullying' link on the website, and dedicated phone number. Circle time sessions are conducted with forms to address student concerns. A lunch time club ('On the Other hand'), open to all students, run by a local Youth Minister, supports vulnerable students.

Additional, more specific, support takes the form of an IRC card, giving students in Years 7 – 11 access to the Inclusion Resource Centre where they can self refer to see Mrs Ruscoe for a brief period of time, during lessons, to discuss their issues and to be able to talk through their worries or concerns. The number of students with an IRC card is:

Current 2015: 92; 2014:103; 2013: 88; 2012: 80; 2011: 92; 2010: 67

An 'open door' policy exists in the Sixth Form where students can access any member of the team at any time to discuss concerns and issues they are facing. Students are always encouraged to discuss problems with parents but if this is not a possibility, they may be referred to their GP and CAMHS.

Students with more significant concerns may be referred to the School Counsellor, who usually sees students over a six-week period. See counsellor report for 2014-15 for main presenting issues in students. The School Counsellor may make referrals to CAMHS or the School Nurse, Helen Cox, should the need be greater. Helen can make referrals to CAMHS as appropriate. The School Counsellor has seen the following number of students: 2012-13: 86; 2013-14: 96; 2014-15: 114. The School Counsellor will lead sessions for all staff on matters relating to mental health. Staff and parents continue discussions with regard to how processes above are working. Where concerns are more significant and immediate, referrals are made to CAMHS. Parents usually do this via their GP, but the referral can be made through either the School Nurse or the school directly if required.

Current students we believe are or have been seen by CAMHS: 2013-14: 63; 2015-16: 41. Not all parents disclose to school that their children are seeing CAMHS, so these figures may not be accurate.

Students in Yr 9 and 10 may undertake the PASS survey, which reveals 'pupils' attitude to self and study.' This allows Form Tutors to target individuals flagged up as a cause for concern.

Regular surveys are held throughout Years 12 and 13 with questions targeted on wellbeing and accessing support, the results analysed and responded to where appropriate.

The school has run 'mindfulness' training for small cohorts of students for the last two years, and the School Counsellor is currently training to deliver this initiative in the coming year.

The School Counsellor and Behaviour Support Co-ordinators have led small groups of students on issues including anger management, self esteem and emotional well being.

A mentoring system is used with Year 11 students who may need additional support in order to maximise their potential.

The Assistant Principal: Achievement works with Year 11 students and parents to alleviate pressure in focused meetings, where GCSE subjects may then be dropped. The school's 'Academic at Risk' register notes all students who may be emotionally vulnerable and alerts staff to these issues.

The Sixth Form pastoral team, including the Pastoral Administrator and Director of Sixth Form, work with sixth form students to support any work related pressures and anxieties over workload,

meeting deadlines, applying for jobs and university etc. An Academic Mentoring scheme further supports this process with weekly review meetings held with targeted students.

Parents' Information Evenings are held for Year 7s and Year 10s where pastoral support is reemphasised along with other strategies to tackle other typical presenting issues. Fallibroome's own surveys of parents show a high percentage of satisfaction with how happy they feel their child is at Fallibroome.

A Parents' Information Evening on mental health awareness is planned for parents of Sixth Form students will be held on a regular basis.

The Respect department teach across key stages; a spiral approach is taken rather than a topical approach. This allows students to revisit the issues at an age appropriate level and to develop their skills across all PSHE topics. Their aim is to reduce stigma; prevention through developing factors; safeguarding and harm reduction.

The protective factors developed through PSHE lessons are: good communication skills; problem solving skills; healthy coping strategies; the knowledge, skills and confidence to seek help; the ability to name, describe and understand a range of emotions; positive self esteem and appreciation of difference and uniqueness; growth mindset and experiences of and ability to manage failure.

Within KS3 students complete modules on Healthy Living and Growing Up, E Safety, Drug Education, Alcohol Education and Sex Related Education (SRE). Pupils are explicitly taught about emotional and mental health as part of overall health in Healthy Living. Within Healthy Living students also look at physical health, diet, sleep etc and highlight the link between the physical and the mental.

Within SRE in Yr 9 students look directly at emotional abuse and the behaviours which can constitute abuse, how to identify 'red flags' and where to seek help.

In SRE students also look at the effect that language can have on people, how our words can lead to depression, self harm etc.

In E Safety students also look at cyber bullying, the effect of cyber bullying on individuals and how it may affect them including their emotional and mental health.

Across all modules each lesson ends with where to seek help and this information is on the back of all booklets.

The skills are being developed throughout; problem pages are used as a distancing technique but also to allow students to show that they can identify factors and how they could seek help.

Within drugs education lessons students are developing their skills in coping strategies, how to say no without saying no, developing their confidence, communication and resilience to peer pressure.

Within KS4 students revisit Drugs and SRE, specifically Sex and the Media in Year 11. Within these topics students are given a talk by Steven Bilney, ex police officer, who highlights the effects that drugs can have on the body and mind. SRE looks at positive body image, looking at photoshopping to highlight the unrealistic aims that are shown within the media. Students look at the effects of pornography on the mind and how it can be addictive.

Year 10 also look at a resource called spiralling, which highlights how seemingly innocent behaviours can escalate and the pressures that that can place on individuals and relationships.

Within the school's pastoral assemblies and teaching on an alternate fortnightly basis, many issues are addressed to support student well being. For example: anti bullying week; work/play balance; the importance of exercise and healthy eating; self esteem and drug related issues.

Outside agencies lead assemblies. Samaritans have currently spoken to Yr 11, 10 and Year 8 about emotional well being. We are currently liaising with 'HealthWatch' who will work with Year 7 on transition, a key factor in affecting mental health. Fallibroome have recently undertaken a survey with Voice Ed where our mental health provision was described as being far more developed than in many other schools. Other examples of agencies which address having regard and awareness of others include Catch 22, the Giddeons and the Rotary Club.

A PCSO talks to year groups on a variety of issues including: cyber bullying; e-safety; sexting and malicious communication on social media.

Specifically, in the Sixth Form, the tutorial programme focuses sessions on:

- the counselling services available and how to access them;
- recognising signs of stress, anxiety and depression and what to do;
- raising awareness of mental health to remove the stigma, including encouraging students to support community groups involved in mental health and disability;
- (age appropriate) internet safety, identity and sexuality, drugs and legal highs and relationship abuse – all areas that could lead to mental health issues;
- a series of six tutorials across the year focused on work related wellbeing and positive psychology.

A dedicated area of the Sixth Form website provides information about organisations that can help with mental health related issues.

Staff well being is also a consideration. Training school sessions have been incorporated into the schedule that focus on staff well being. Regular social events are also held outside of school hours.

## **EXTREMISM/RADICALISATION**

The Fallibroome Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Fallibroome Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Prevention work and reductions of risks includes aspects such as: the Respect curriculum; school assemblies; the use of school premises by external agencies; integration of pupils by gender and SEN; anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Where staff or parents have concerns linked to the above, they should contact the School's Safeguarding Lead. The school may decide to contact social services via the Cheshire East Consultation Service (ChECS).

### **Anti-Radicalisation Policy**

#### **1. Introduction**

- 1.1 The government's *Prevent* strategy, first published in 2011, is part of their counter-terrorism strategy, CONTEST. Its principal aim is to stop people becoming terrorists or supporting terrorism.
- 1.2 In order to fulfil the Prevent duty (July 2015), it is essential that staff identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.
- 1.3 We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

#### **2. Links to Other Policies**

- 2.1 The Anti-Radicalisation policy statement links to the following policies:
  - Safeguarding policy
  - Anti-bullying policy

#### **3. Aims and Principles**

- 3.1 The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.
- 3.2 The principle objectives are that:
  - All governors, teachers and support staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
  - All governors, teachers, support staff will know what the Academy policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
  - All parents and pupils will know that the Academy has policies in place to keep pupils safe from harm and that the Academy regularly reviews its systems to ensure they are appropriate and effective.



## 4. Definitions of Key Terms

### 4.1 What is extremism?

“Extremism” is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

### 4.2 What is non-violent extremism?

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

### 4.3 What is terrorism?

The current UK definition of ‘terrorism’ is given in the Terrorism Act 2000 (TACT 2000). In summary, this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### 4.4 ‘Terrorist-related offences’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

### 4.5 What is ‘Radicalisation’?

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

### 4.6 What is ‘White Radicalisation’?

‘White radicalisation’ is also known as the belief in ‘White supremacy’. White supremacy or white supremacism is a form of racism centred upon the belief, and promotion of the belief, that white people are superior in certain characteristics, traits, and attributes to people of other racial backgrounds and that therefore whites should politically, economically and socially rule non-whites.

### 4.7 ‘Vulnerability’: Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

## 5. Key Indicators of Radicalisation

### 5.1 Example indicators that an individual is **engaged** with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred around an extremist ideology group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- Attempts to recruit others to the group/cause/ ideology
- Communications with others that suggest identification with a group/cause/ideology

## 6. Risk Assessment

### 6.1 We should be aware of the increased risk of **online** radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

- 6.2 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- 6.3 Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- 6.4 Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. **The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.** Procedures are in place at Fallibroome Academy for protecting children at risk of radicalisation.

## 7. Working in Partnership

- 7.1 Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, we will demonstrate evidence of productive co-operation whenever necessary, in particular with local Prevent coordinators, the police and local authorities as well as co-ordination through existing multi-agency forums, for example Community Safety Partnerships.
- 7.2 The Prevent duty builds on existing local partnership arrangements. These are:
- Local Safeguarding Children Boards (LSCBs) are responsible for coordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.
  - Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, the Home Office fund dedicated Prevent coordinators to work with communities and organisations, including schools.
  - Other partners, in particular the police and also civil society organisations, may be able to provide advice and support.
  - Cheshire Police and Prevent Team and Channel Officers
  - Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. We would look to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

## 8. Staff Training

- 8.1 The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- The Academy's Designated Safeguarding Person is the single point of contact for all referrals and training.
  - The Governor appointed as the Safeguarding Lead will also take responsibility of overseeing anti-radicalisation.
  - A Governor is appointed to take on responsibility of overseeing anti-radicalisation policy and training within the academy and supporting staff to deliver it.
  - Key staff have received special individual training in accordance with their role in the Academy.
  - All of our Teaching and Support Staff have received training on Prevent as part of Staff training/INSET in September 2015 and January 2016.

## 9. ICT Policies

- 9.1 The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- We ensure that suitable filtering is in place.
  - Pupils attempting to access extremist materials will be locked out of the internet by the filter system.
  - Names of pupils attempting access will be directed to the Designated Safeguarding Person will undertake to interview pupils. Appropriate action will be taken and parents will be informed.
  - Internet safety is integral to our ICT curriculum and is also be embedded in the curriculum.

## **10. Building Children's' Resilience to Radicalisation**

- 10.1 The Fallibroome Academy believes that we can build pupils' resilience to radicalisation of all types by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.
  - Our assemblies encourage pupils to reflect on current topics and develop a thoughtful insightful response to world events and issues.
  - We work with local clergy to promote values that underpin our local community and Christian ethos.
  - We actively encourage external visitors and speakers through our Humanities curriculum to discuss with pupils their faith, culture and traditions and how it helps them to make positive choices in their everyday lives.
  - Our RESPECT programme is effective in providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject teaches pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.
  - We encourage pupils to develop positive character traits such as resilience, determination, self-esteem, and confidence through our RESPECT Curriculum, Hot Scholars, Prefects, Anti-Bullying Ambassadors and Pupil Leadership Teams

## **11. What Happens if There is a Concern**

- 11.1 Depending on the level of concern, a member of staff should:
- Follow the Academy's normal safeguarding procedures, informing the Pastoral team including the Designated Safeguarding Person
  - Safeguarding lead is assigned to contact the Channel Team. This will be done after informing the Principal and Executive Principal.
  - Any referrals to the Channel team and outcomes will be reported to Governors at the next Governors' meeting.
- 11.2 The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable people to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Cheshire Constabulary also have a website to help support organisations <https://www.cvsce.org.uk/news/cheshire-constabulary-prevent-channel>
- 11.3 Please note: The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal safeguarding procedures at Fallibroome Academy should be followed.

## **12. Equality and Diversity**

- 12.1 All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

## **PROMOTING BRITISH VALUES**

The Fallibroome Academy follows the government's guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

The Fallibroome Academy has a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Examples of the understanding and knowledge pupils learn at Fallibroome include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Examples of actions Fallibroome takes to promote British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, compared with other forms of government in other countries
- ensure all pupils within Fallibroome have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes through the creation of a community council
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- use extra-curricular activities, including any run directly by pupils, in promoting fundamental British values

Fallibroome promotes the spiritual, moral, social and cultural (SMSC) development of pupils. Through ensuring pupils' SMSC development, Fallibroome also demonstrates active promotion of fundamental British values.

Establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways Fallibroome ensures pupils' SMSC development.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Pupils understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Fallibroome's ethos and teaching supports the rule of English civil and criminal law and Fallibroome does not teach anything that undermines it. When Fallibroome teaches about religious law, particular care is taken to explore the relationship between state and religious law. Pupils are made aware of the difference between the law of the land and religious law.

## **British Values Policy**

### **1. Statement of Intent**

- 1.1 This policy sets out the framework in which Fallibroome Academy will ensure that it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 1.2 These values are officially taught through the Religious Education (RE) and Personal Development curriculum and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

### **2. Legal Framework**

#### **2.1 This policy will have consideration for the following guidance:**

- Ofsted, School Inspection Handbook, 2015.
- DfE, Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils.

#### **2.2 This policy is carried out in conjunction with our following other policies:**

- Behaviour Policy
- Spiritual Moral Social and Cultural Policy

### **3. Roles and Responsibilities**

- 3.1 Fallibroome Academy understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.
- 3.2 The Principal will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.
- 3.3 Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
- 3.4 Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy.

### **4. Democracy**

- 4.1 At Fallibroome Academy pupils have numerous opportunities to have their views heard through pupil questionnaires and the pupil-elected school council. During general elections, pupils will have the chance to take part in a school vote, reflecting the democratic process.
- 4.2 Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.
- 4.3 Pupils are actively taught about aspects of democracy, in a range of subjects including PSHE, Respect and Humanities.

### **5. The Rule of Law**

- 5.1 Fallibroome Academy has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our pupils are involved in the creation of school rules to inspire them with this understanding.
- 5.2 At Fallibroome Academy pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.
- 5.3 Fallibroome Academy organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

## **6. Individual Liberty**

- 6.1 At Fallibroome Academy we foster a safe and supportive environment where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.
- 6.2 Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through assemblies, our teaching on e-safety and PSHE and Respect lessons.

## **7. Mutual Respect**

- 7.1 Respect forms a core pillar of Fallibroome Academy's ethos. Pupils are treated with respect and learn to treat each other and staff with respect
- 7.2 This is reinforced through our Behaviour Policy, and in assemblies. Respectful behaviour is modelled by staff.

## **8. Tolerance of Those of Different Faiths and Beliefs**

- 8.1 Fallibroome Academy acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.
- 8.2 Throughout the year, assemblies are held with an anti-bullying focus, with reference to prejudice based bullying, and discussion is encouraged within PSHE and form time when relevant.
- 8.3 Tolerance of those of different faiths and beliefs is supported by the RE and PD curriculum.
- 8.4 When possible, we encourage our pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

## **9. Britishness**

- 9.1 Ideas about being British are actively taught, for example in Y7 History "Who are the British?" unit in Year 7. In PSHE lessons and Respect sessions issues such as 'Rights and Responsibilities', Diversity, Anti-Social Behaviour and Government are covered. Topics covered in a range of subjects allow students to consider and contrast other forms of government, for example, in KS3 Humanities subjects. The KS3 curriculum also covers different faiths and ideas about rights and responsibilities as well as personal, including British, identity.

## **10. Staff Training**

- 10.1 At Fallibroome Academy staff are made aware of their responsibilities in terms of British values through the professional development induction training programme and Teacher Standards.

# **Safeguarding Children and Young People**

## **Record Keeping and Referral**

**APPENDIX 1A**

**SAFEGUARDING: CONCERN TRACKING SHEET**

<b><u>STAFF CODE</u></b>	<b><u>DATE</u></b>	<b><u>CONCERN INCLUDING NAME OF STUDENT</u></b>	<b><u>DISCUSSED WITH SAFEGUARDING LEAD/DESIGNATED TEACHER FOR CHILD PROTECTION (✓ WHEN DONE)</u></b>	<b><u>AGREED ACTIONS AND SIGNATURES</u></b>



# Safeguarding Children Record of Concerns

## Casework Recording

<b>Name:</b>	_____	<b>D.O.B.</b>	_____
<b>Address:</b>	_____	<b>Siblings</b>	<b>School</b>
	_____	<b>Name</b>	_____
	_____	_____	_____

<b>Name of staff:</b>	_____	<b>Date:</b>	_____
<b>Reason for Concerns</b>			

Proposed Action	By Whom	Timescale

<b>Have parents been informed of concerns?</b>		<b>Yes</b>		<b>No</b>
--	--	------------	--	-----------

<b>Signed:</b>	<b>Member of Staff:</b>	
	<b>Child Protection Designated Teacher:</b>	

### Contact Numbers of Other Agencies/Professionals Involved

[illegible]

**Casework Record Continued:** **Name:**

**Name:**

.....

[illegible]

**RECORD SHEET**

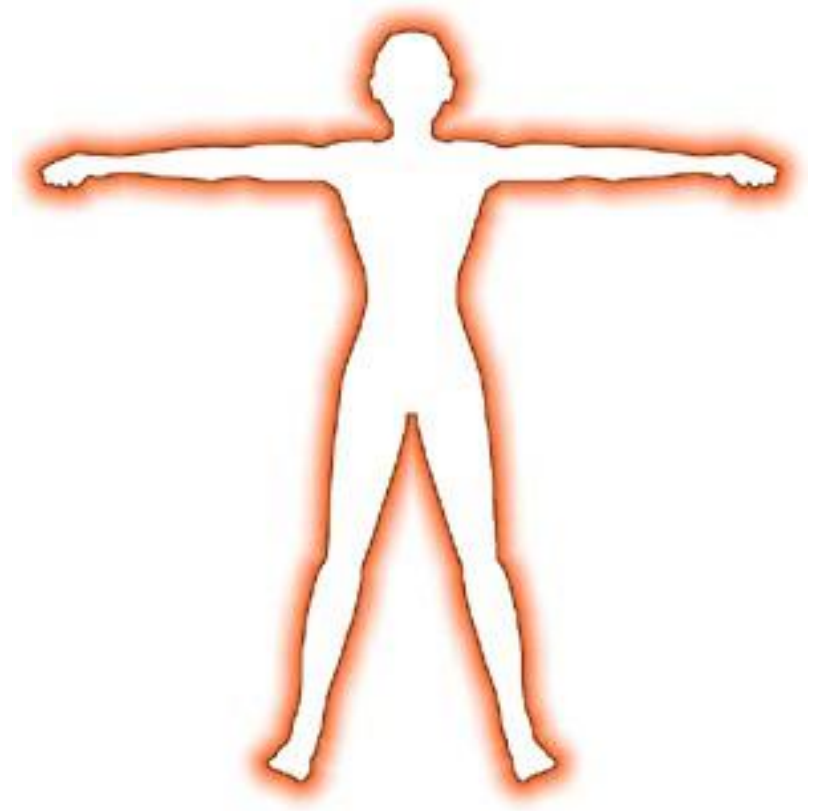
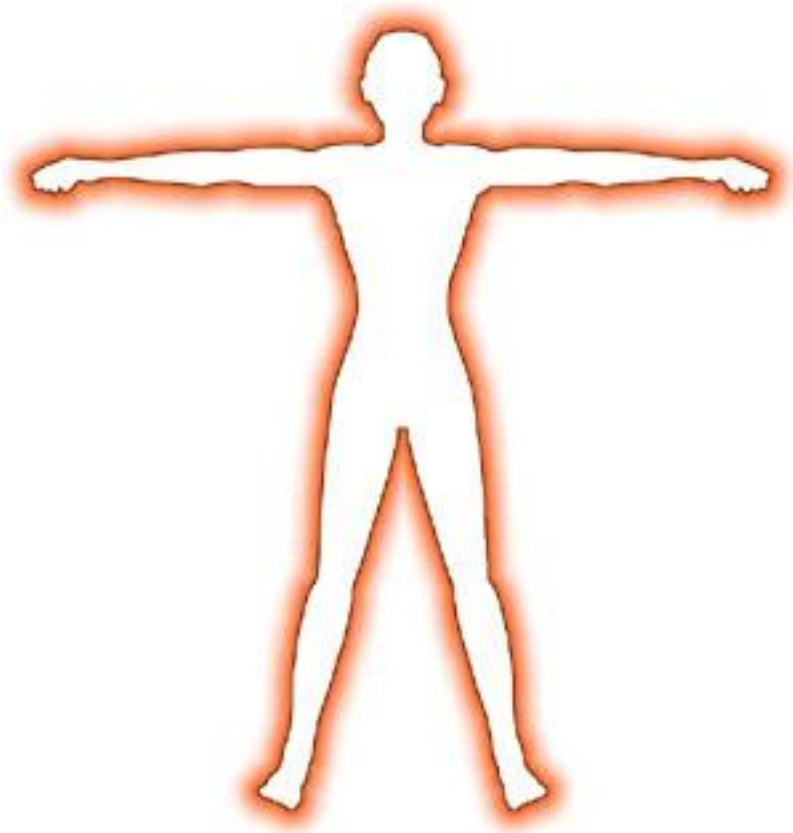
**Child's Name:** .....

<b>Name of person giving advice:</b>	
<b>Designation:</b>	
<b>Date:</b>	
<b>Advice given:</b>	


**Advice taken by yourself:**

--


# Sites of Injury



**BACK V**

## Appendix 2

### Safeguarding Children in Education Referral Confirmation Form



If you have concerns about Safeguarding a Child discuss concern with your Line Manager, Designated Teacher, Head Teacher, Safeguarding Children in Education Team tel: 01244 977963

If you decide to share your concern with Social Care it will be helpful if you can have gathered as much of the following information as possible.

This form provides written confirmation of a (telephone) referral to Social Care Access Team.

• Name of Child	dob	Age
-----------------	-----	-----

• Ethnic Origin	• School
-----------------	----------

• Time, Date Contact with SSD
-------------------------------

• Do you have Child Protection concerns? ☐ yes ☐ no

• Has this concern been discussed with carers? ☐ yes ☐ no

• Name of Referee	
-------------------	--

• **Allegation/Present Concern** *What child has actually said in the child's own words. Description of incident/injury, observation of child's behaviour. Time, date of alleged incident or changes in behaviour*

• <b>Referrer's Perception</b> <i>Idea of urgency/risk</i> <i>Why they feel level of urgency</i>	
--	--

• <b>Details of Child in Need</b> <i>Sex, Special Needs, Address, who they live with</i>
--

<ul style="list-style-type: none"> <li><b>Basic Information</b>  <i>Family Content – siblings + previous concerns/ incidents – parent responsibility. Relevant family history. Any family members who would present risk to child or to worker. Other adults who have regular care of child.</i> </li> </ul>	
--	--

**Child's GP (if known)**

**Child's Social Worker (if known)**

<ul style="list-style-type: none"> <li><b>Education Referrer (Name)</b></li> </ul>	<input type="text"/>
<b>(Status/Role)</b>	<input type="text"/>
<b>Signature</b> .....	

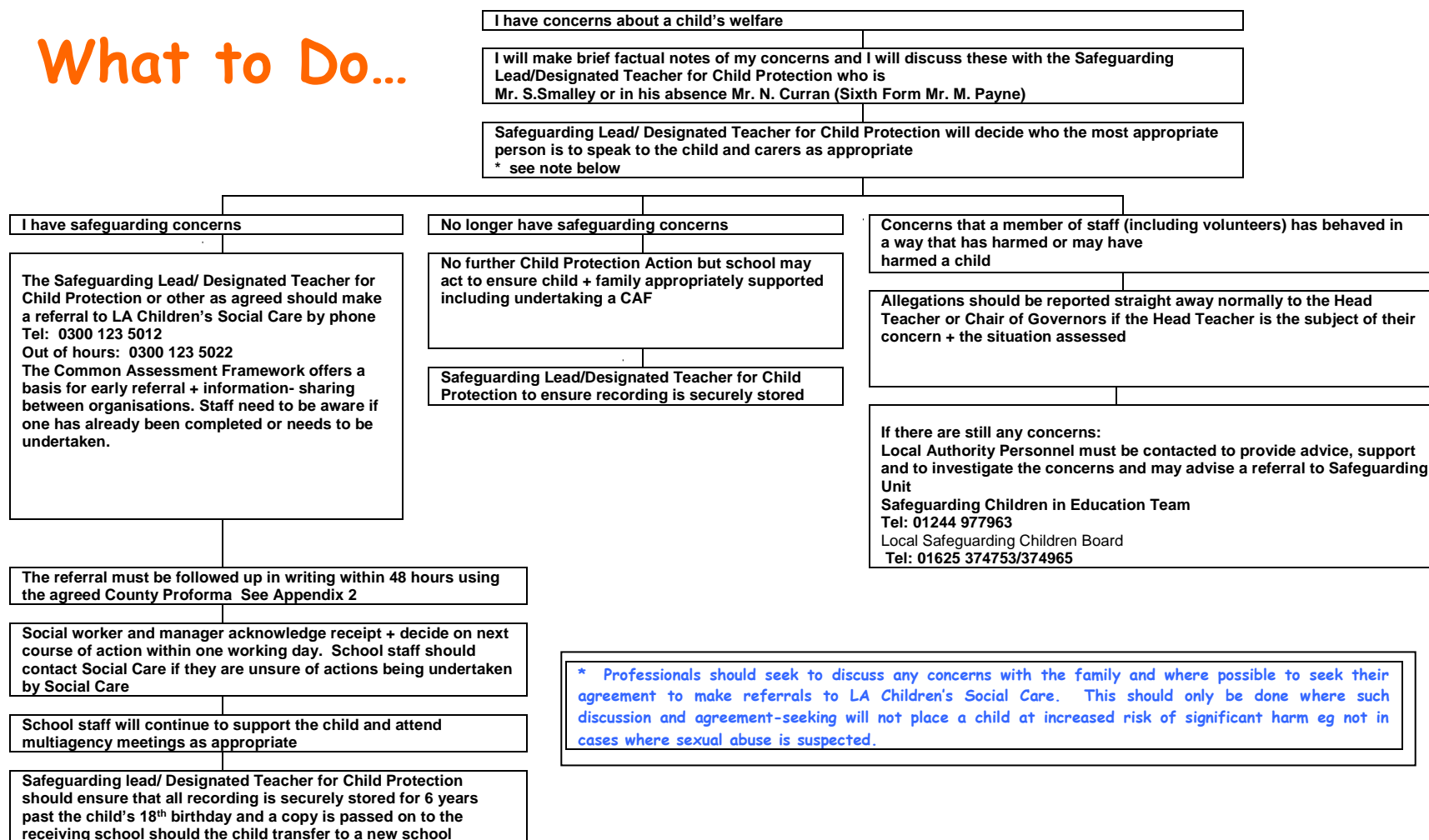
<ul style="list-style-type: none"> <li><b>School Details:</b></li> </ul> <p><b>Address:</b></p> <p><b>Tel No:</b></p>	<b>Other agencies involved:</b> <table> <tr> <th>Name</th> <th>Contact details</th> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Name	Contact details						
Name	Contact details								

**Send a copy of this form within 48 hours to Social Care Access (Duty) Team and Senior Education Welfare Officer in your location.**

**Date copy sent:**.....

# If you're worried a child is subject to any form of any abuse

## What to Do...



child  
talk  
home  
safe  
tell  
internet  
pupil  
listen  
bully  
secure  
worry  
protect  
school  
carefriend  
concern





## **Contacts**

<b>Social Care – ChECS</b>	<b>0300 1235012</b>
<b>Social Care ChECS – out of hours</b>	<b>0300 1235022</b>
<b>Safeguarding Children in Education Team</b>	<b>01244 977963</b>
<b>Domestic Abuse Family Safety Unit</b>	<b>01606 351375</b>
<b>Police Referral Unit</b>	<b>01244 614205</b>
<b>Childline</b>	<b>0800 1111</b>
<b>National Domestic Violence Helpline</b>	<b>0808 2000 247</b>
<b>NSPCC</b>	<b>0808 800 5000</b>

**This and the previous page will be photocopied, laminated and displayed in prominent positions in school**

## Useful Links

**[www.cheshire.gov.uk/socialcareandhealth/children/LSCB](http://www.cheshire.gov.uk/socialcareandhealth/children/LSCB)**

**[www.nspcc.org.uk](http://www.nspcc.org.uk)**

**[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)**

**[www.ceop.gov.uk](http://www.ceop.gov.uk)**

**[www.teachernet.gov.uk](http://www.teachernet.gov.uk)**

**[www.kidscape.org.uk](http://www.kidscape.org.uk)**

**The department for Education – [www.education.gov.uk](http://www.education.gov.uk)**

## Glossary

Commonly Used Acronyms	
<b>ACPO</b>	<b>Association Chief Police Officers</b>
<b>MARAC</b>	<b>Multi Agency Risk Assessment Conference</b>
<b>MAPPA</b>	<b>Multi Agency Public Protection Arrangements</b>
<b>LSCB</b>	<b>Local Safeguarding Children Board</b>
<b>YOS</b>	<b>Youth Offending Service</b>
<b>SCiE</b>	<b>Safeguarding Children in Education</b>
<b>SCR</b>	<b>Serious Case Review</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>EWS</b>	<b>Education Welfare Service</b>
<b>ECM</b>	<b>Every Child Matters</b>
<b>DfE</b>	<b>Dept for Education</b>
<b>DV</b>	<b>Domiciliary Visit <u>or</u> Domestic Violence</b>
<b>RIP</b>	<b>Research in Practice</b>
<b>CAVA</b>	<b>Children and Vulnerable Adults (a Police Database)</b>

internet home talk e-safety tell

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If I am worried I can talk to:

Safeguarding Lead/Designated Teacher for Child Protection

**MR. S. SMALLEY**

or his deputy

**MR. N CURRAN**

In the Sixth Form

**Mr. M. Payne**

Safeguarding Governors

**MR. M. GORTON**

Safeguarding Children in Education Adviser **MRS. K. Porter**

**01270 375228**

Peer mentors

**YEAR 10 (MENTOR BADGES)**

care friend tell worry child

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