



Child Protection & Safeguarding Policy

This policy applies to all sections of the school, including the Early Years Foundation Stage (EYFS)

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Terra Nova Safeguarding Team



TERRA NOVA
SCHOOL

Terra Nova is committed to protecting and promoting the welfare of all children within and beyond its community.

Everyone within our community has a duty of care to keep our children safe.

If you have a worry or a concern, you can talk to any adult.

Terra Nova's Safeguarding Team takes overall responsibility for the safeguarding of our children.



Mr Greenwood
Designated
Safeguarding Lead
DSL



Mrs Grey
DDSL



Mr Teague
DDSL



Mrs Westall
DDSL



Mrs Lees-Jones
Safeguarding
Governor

Should you have any concerns about the welfare of a child, or have witnessed or have any knowledge of abuse, please contact any member of the team immediately.

Mr Greenwood (DSL) can be contacted on Ext. 113 or via matt.greenwood@tnschool.co.uk.

Other available contacts

DSL Out-of-Hours: 07849 772665

Cheshire East Consultation Service (ChECS): 0300 123 5012

Local Authority Designated Officer (LADO): 01270 685904 / 01606 288931

NSPCC: 0808 800 5000 Childline: 0800 1111

Safeguarding at Terra Nova: Key Contact Information

Designated Safeguarding Lead (DSL): **Mr Matt Greenwood** (Deputy Head & DSL)
01477 572518/07849 772665 safeguarding@tnschool.co.uk

Deputy DSLs: Mrs Chloe Grey (Assistant Head Academic)
chloe.grey@tnschool.co.uk

Mr Nick Teague
nick.teague@tnschool.co.uk

Mrs Christabel Westall (Headmistress)
headmistress@tnschool.co.uk
*To be contacted in the event of an **allegation against staff***

Mrs Eleanor Lees-Jones (Prep School Committee Governor;
Safeguarding Governor)
eleanor.lees-jones@tnschool.co.uk
*To be contacted in the event of an **allegation against the Headteacher***

Local and National Services:

Cheshire East Safeguarding Children's Partnership (CESCP) <https://www.cescp.org.uk/homepage.aspx>

Cheshire East Consultation Service
(ChECS - **One-stop access to Social Care**) 0300 123 5012 (Select option 3)
0300 123 5022 (Emergency out of hours)
checs@cheshireeast.gov.uk

Cheshire West Integrated Access and Referral Team (I-ART) 0300 123 7047
01244 977 277 (Emergency out of hours)

Cheshire East Safeguarding Children in Education Settings Team (SCiES) 01606 275039
sciesteameast@cheshireeast.gov.uk

Local Authority Designated Officer (LADO) LADO@cheshireeast.gov.uk Kamal Mhamra 01270 685904

Prevent issues Mr Matt Greenwood (TN DSL)
Police - Local (Knutsford) 0845 458 6371
DfE (dedicated number) 020 7340 7264
counter-extremism@education.gov.uk

Female Genital Mutilation Police - Call 101
NSPCC FGM helpline 0800 028 3550

NSPCC Report Abuse in Education 0800 136 663
help@nspcc.org.uk

NHS Mental Health Helpline 0300 303 3972

Cheshire East Domestic Abuse Hub (CEDAH) 0300 123 5101
cedah@cheshireeast.gov.uk

Introduction

This policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Safeguarding is the golden thread that runs throughout every aspect of the school. All our policies are in support of this policy.

Safeguarding is everyone's responsibility. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. Staff adopt and maintain an approach of **"it could happen here"** in respect of all aspects of safeguarding and child protection.

All employees and volunteers should read this policy in conjunction with at least Part 1 (and Annexe B for school leaders and those who work directly with children) of the most recently updated version of *Keeping Children Safe in Education* (KCSIE)¹, our Staff Manual (inclusive of the Staff Code of Conduct) and The Teachers' Standards. Our approach at Terra Nova is child-centred. We will always act in the best interests of the child. This policy takes full account of the child protection procedures agreed by the Cheshire East Safeguarding Children's Partnership (CESCP) and statutory guidance *Working Together to Safeguard Children* (2023)² and *What to do if you are Worried a Child is Being Abused* (2015)³.

Safeguarding and promoting the welfare of children is defined by *Working Together to Safeguard Children* and for the purposes of this policy as:

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

"Children" refers to everyone under the age of 18. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. All children have the right to be safeguarded from harm or exploitation whatever their:

- age
- health or disability
- sex, gender or sexual orientation
- race, religion, belief or first language
- pregnancy and maternity
- political or immigration status

All children have the right to be treated equally and have equal rights to protection.

This policy has been developed in accordance with the principles established by the following and it should be noted that it applies equally to EYFS:

¹ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

² <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

³ <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Cheshire East Safeguarding Children's Partnership (CESCP) procedures
- Keeping Children Safe in Education
- Disqualification Under the Childcare Act (by association) (2015);
- What To Do If You Are Worried a Child is Being Abused (2015);
- Working Together to Safeguard Children (WTSC) Inter-agency working (2023) ; to include statutory definition of Child Sexual Exploitation (CSE). WTSC also refers to non-statutory advice, information sharing along with the Disclosure and Barring Service (DBS) Code of Conduct;
- 'Prevent' Counter-Terrorism and Security Act (2015);
- The National Minimum Standards for Boarding (2022) ;
- The Children Act (1989 and 2004);
- The Education (Independent Schools Standards ISSRs) (England) Regulations (2019);
- The Independent Safeguarding Authority requirements (including the Vetting and Barring Scheme).
- Statutory Framework for the Early Years Foundation Stage" (2025)
- "Preventing and Tackling Bullying" DfE July 2017

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff, including residential and staff overseeing off-site activities, undergo checks as to their suitability to work with children.

Monitoring and review

This policy is subject to continuous monitoring, refinement and audit (Section 175 audit and NSPCC self-audit). The Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Governors recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff have the opportunity to contribute to and shape our safeguarding arrangements and child protection policy through regular training. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/review and it is made available to them electronically. A hard copy may be requested..

Aims of the policy

- To support the child's development in ways that will foster security, confidence and independence.
- To provide a framework for all Terra Nova staff to follow and promote in their duty to safeguarding the wellbeing of children and, in doing so, ensure they meet their statutory responsibilities.
- To provide an environment in which children feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults employed or engaged by the school who have access to children have been checked as to their suitability to work with children, and that a single central record is kept for audit in line with current requirements as explained in KCSIE.

Roles and responsibilities

Governor responsibilities

The Governing Body takes seriously its responsibility for safeguarding and promoting the welfare of children under section 157 of the Education Act 2002 and acknowledges that KCSIE requires governing bodies to ensure that there is an effective safeguarding and child protection policy in place; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm, or at risk of possible harm.

The Governing Body ensures that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the School are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

The Governing Body has agreed processes which allows it to monitor and ensure that the school:

- Has robust Safeguarding procedures in place, including ensuring that appropriate safeguarding training, to include online safety training, is delivered and updated regularly to all staff;
- Adopts safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site;
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site;
- Has a member of the SLT who is a Designated Safeguarding Lead taking responsibility for dealing with Child Protection and Safeguarding issues, including filtering and monitoring of online systems;
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements;
- Nominates a Governor with specific responsibility for Child Protection and Safeguarding issues;
- Deploys appropriate and robust filtering and monitoring systems, regularly reviewing their effectiveness in line with the latest filtering and monitoring standards as laid out by the Department for Education and discussing steps for continual improvement with the DSL, wider SLT and IT staff;
- Carries out an annual review of the Safeguarding policy and procedures.

Staff responsibilities

All staff have the following responsibilities:

- To have read and understood Part 1 of Keeping Children Safe in Education (KCSIE), and for those who work directly with children to have read Annex B of KCSIE;
- To know the name of the DSL and have an awareness of their role;
- To adopt and maintain an attitude of **“it could happen here”** with respect to all aspects of safeguarding and child protection
- To be aware of the types and signs of abuse, detailed in this document and in other guidance provided as part of the Staff Handbook and in the Appendices of this document;
- **To refer any safeguarding concerns to the DSL;**
- To know and closely follow the procedures outlined below when dealing with any safeguarding issues.

All members of staff must share their concerns if they:

- suspect that a child is injured, marked, or bruised in a way which is not readily attributed to knocks or scrapes received in normal play, or which is inconsistent with the explanation provided (or if the explanation provided is not consistent over time);
- note behaviours, actions or over-familiarities which give rise to suspicions that a child may have suffered abuse;
- note indications that a child is suffering from any lack of care or treatment, or that a child is suffering as a result of emotional maltreatment;
- receive hints or a disclosure of any abuse from a child or other person, note regular patterns of absence or any period of unaccountable absence;
- are aware of cultural practices that may give rise to possible abuse such as Female Genital Mutilation;
- are concerned that a child may be at risk of possible sexual exploitation.

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be happening to their siblings or parents. This includes the importance of understanding intra-familial harms and support for siblings where there is intrafamilial harm.

Designated Safeguarding Lead responsibilities

The school has a DSL, whose role is to take responsibility for the effective implementation of safeguarding procedures at the school.

The DSL is supported by a team of **Deputy Designated Leads** who receive the same training, and work alongside, the DSL. The DSL, and Deputies, are responsible for:

- Referring a child promptly, if there are concerns about possible abuse, to the CЕСCP and acting as a focal point for staff to discuss concerns;
- Keeping written records of concerns about a child even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely on CPOMS, separate from pupil records on iSAMS. Access to these records is restricted to the DSL, Deputy DSLs, Head and School Counsellor;
- Ensuring that, where children leave the school, their safeguarding records are transferred, separately from any other records, to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt is obtained;
- Under the direction of the Headmistress, ensuring that online safety training forms part of wider child protection and safeguarding training, both via annual refresher training and through regular updates;
- In conjunction with the Head of Early Years, ensuring that Early Years staff are aware of all statutory guidance with regards to the safe use of technology, mobile devices and cameras in the setting, in line with the EYFS Framework 2023;
- Considering whether it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives;
- Liaising with other agencies and professionals as appropriate; including the LADO, CЕСCP, ChECS and Police if necessary, according to guidance published by the NPCC;
- Ensuring that either he/she or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents;
- Ensuring that any pupil currently on the safeguarding register who is absent without explanation for two days is referred to their key worker's Social Care Team;
- Attending refresher training annually with the SCiES in line with KCSiE;

- Organising safeguarding induction and training for staff every 3 years, as stipulated by the CЕСSCP keeping them aware of child protection procedures and updates. There will also be annual refresher training provided for all staff, regular bitesize staff training on a range of safeguarding topics and the DSL ensures matters are discussed weekly at staff meetings;
- Providing, with the Head, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by all staff and governors; number and type of incidents/cases, and number of children with safeguarding plans (anonymised);
- Ensuring a whole school E-safety approach including the Online Safety Policy, Pupil Acceptable Use Policy by working with the Head of IT, Assistant Head Academic, Deputy Head and PSHEE Lead.
- Attending the Governing Body's Safeguarding Committee meetings.

Policy and procedures are discussed half-termly at meetings between the DSL and designated governor with a responsibility for safeguarding. Minutes of these meetings are held by the clerk to the governors. A report is presented to the governors at the Full Board Meeting, at the same time as an update on governors' responsibilities.

The DSL has a reduced timetable to allow them time to carry out the responsibilities listed above and have regular reviews of their own practice.

Safer Recruitment Practices

Terra Nova School follows the government's recommendations in *Keeping Children Safe in Education* for the safer recruitment and employment of staff who work with children. The Headteacher, Senior Leadership Team, HR Coordinator and the Headteacher's PA, are the members of staff involved with recruitment and have completed a Safer Recruitment online training course.

All members of staff considered to be involved in regulated activity at the School are checked before starting work. These checks include an Enhanced Level with barred list information DBS, prohibition check, and a series of pre-appointment checks. All governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff and adult members (aged 16 or over) of the families of members of staff who live on site are also vetted.

Details on the safer recruitment procedures in place at Terra Nova are contained in a separate policy 'Recruitment, selection and disclosures policy and procedure' and it is reviewed annually by the Governing Body.

Induction and Training of Staff

Enhanced DBS checks are carried out on all staff working in any capacity for the School and none are permitted unsupervised access to pupils until these are received and duly recorded.

All new staff and governors meet with the DSL as part of their induction programme. This meeting clarifies the School's Child Protection and Safeguarding policy and procedures including the role and identity of the DSL and DDSLs, gives guidance regarding being alone with pupils and appropriate physical and verbal contact. In addition, it also covers issues such as school confidentiality guidelines, online safety, procedure for referral within the school, possible indicators of abuse, how to deal with a pupil during the process of disclosure, the school Behaviour Policy, use of Trackit for recording behaviour and Children Missing from Education response. Having received the induction session all new staff are provided with a copy of Part 1 of the currently operational KCSIE plus Annex B, the Child Protection and Safeguarding Policy and Appendices, the Online Safety Policy, the Staff Handbook & Code of Conduct.

Each year all staff and governors are required to sign to say they have read and understood the Child Protection & Safeguarding Policy and KCSIE. Each time the policy is amended the DSL will inform staff. Staff are also required to annually refresh their online Educare training in modules such as Child Protection in Education, Prevent Duty, Fire Safety, Diversity and Equality and GDPR. At the September INSET each year staff will receive refresher training from the DSL which includes training on Prevent and Online Safety. Compulsory full basic safeguarding training from SCiES is required to be completed at least every three years and is accessible to anyone who needs it. In addition, staff receive regular updates and training from the DSL via our Professional Learning programme, staff meetings and termly INSET days.

The DSL, Deputy DSLs and Safeguarding Governor attend enhanced training through Cheshire East which is updated every two years. The DSL, or representative DDSL, attends termly DSL Cheshire East meetings, BSA and SACPA safeguarding conferences and receives regular Safeguarding updates from the NSPCC and disseminates information to Staff. The Senior Leadership Team, HR Coordinator, Head's PA and Safeguarding Governor complete Safer Recruitment training which is regularly refreshed.

The School maintains a register of who has undertaken training and when.

Staff Manual (including the Staff Code of Conduct)

Terra Nova School believes in creating a whole school culture that is safe and inclusive. The Staff Code of Conduct and associated policies and guidance aim to underpin this culture. The Staff Code of Conduct and Staff Manual set out our key principles for the creation and maintenance of a safe school culture.

Objectives of a Safe School culture:

- To safeguard pupils and protect staff;
- To make explicit expectations of performance and conduct;
- To minimise opportunities for abuse;
- For all staff to have confidence to report concerns with full confidentiality;
- To respond promptly to concerns: the school will always investigate and address issues;
- To exercise appropriate sanctions;
- To create and maintain an ethos of mutual respect, openness and fairness.

Copies of the Staff Manual (including the Staff Code of Conduct), associated policies and other guidance can be found in the Staff Administration area on the School Drive and are also available from Main Reception. The Staff Manual is shared with all staff at the beginning of each Academic Year, and in light of significant updates or review.

Management of concerns regarding the professional conduct of staff

Part 4 of KCSIE provides the most recent guidance on dealing with allegations of abuse against teachers and other staff, including allegations that may meet the harms threshold. At Terra Nova we recognise the possibility that adults working in the school; including directly employed staff, volunteers, and supply teachers, may harm children; that they may have:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

All allegations about a member of staff or volunteer should be referred to the Head (or the Chair of Governors should the allegation involve the Head). Staff can also contact the LADO directly if they feel there is a conflict of interest in reporting a concern to the Head.

At any stage of consideration or investigation, all unnecessary delays should be eradicated. The School will not undertake its own investigation of allegations without prior consultation with the Local Authority Designated Officer (LADO) or in more serious cases, the Police, so as not to jeopardise statutory investigations.

In borderline cases, discussions with the LADO can be held informally and without naming the School or the individual. The school does not require parental consent before contacting the LADO.

If the allegation concerns the Head, the Chair of Governors will consult with the LADO as above, without first notifying the Head.

The Head on handling any concerns of this nature, will discuss the content of the allegation with the LADO. Following the initial telephone discussion, the allegation will be put in writing and sent to the LADO. In the case of serious harm, the police will be informed. The School will follow the procedures for managing allegations against staff, which are contained in Appendix 4. The school will not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of consultation with the LADO.

Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration. The Head will seek the advice of the LADO and Chair of Governors or, in his/her absence, the Governor with special responsibility for safeguarding. In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors following advice as above. The School will support staff by providing an opportunity for them to talk through their anxieties with an agreed person and to seek further support as appropriate. In the event of a person (employee, contractor, volunteer or student) leaving the School whose services are no longer used because they are considered unsuitable to work with children, a referral will be made promptly to the DBS and certainly within one month of them leaving. Should a teacher be dismissed for misconduct (or would have been dismissed had they not resigned first) consideration will be given to making a referral to the Teacher Regulation Agency (TRA)⁴.

The School acknowledges that a pupil may make an allegation against a member of staff. If such an allegation is made against a teacher or volunteer, the quick resolution of that allegation must be a clear priority for the benefit of all concerned.

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. All Staff should be aware of relevant policies. Guidance for staff is contained within the Staff Handbook, which contains a Staff Code of Conduct, this can be obtained from the School Office.

Low Level Concerns

As part of our whole school approach to safeguarding we promote an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This includes allegations which do not meet the **harms threshold**. The School's **Low Level Concerns Policy** (see Appendix 12) details our processes and approach for handling concerns which do not meet the harms threshold.

⁴ <https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>

We understand that the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Whistleblowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff have a duty to raise concerns, where they exist, about the management of safeguarding, which may include the attitude or actions of colleagues. If necessary, to consult out of school, they should speak in the first instance to the LADO, following the **Whistleblowing guidance in Appendix 5**. Staff are also aware that they can contact the NSPCC Whistleblowing Advice Line⁵.

Child Protection Procedures

These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm and should be read in conjunction with Keeping Children Safe in Education.

All incidents and concerns about a child's welfare should be referred to the DSL.

- It is the responsibility of any staff or volunteers to share any concern where there is a suspicion that a child's safety or welfare is at risk. *'If you see something, say something'*.
- Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record should be made of these concerns using CPOMS as soon as possible following the disclosure/concern being raised; this must be on the same working day.

The DSL (or designated Deputy DSL) will:

- Assess any concern/risk
- Inform parents/guardians unless there is good reason to believe that involving parents/guardians would put the child or children at risk of harm.
- Seek advice or make a referral via the Cheshire East Consultation Service (ChECS) and/or the police immediately if at any point there is a concern a child has been harmed or is at risk of significant harm.

What Is Child Protection?

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

What Is Significant Harm?

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and, in each case, require immediate discussion with the statutory agencies: Children's Social Care and Police.

⁵ <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

Child Abuse, Neglect and Exploitation

Definition of abuse

Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate face-to-face abuse. Children may be abused by an adult or adults or by another child or children. It is generally accepted that there are four main forms of abuse: physical, emotional, sexual and neglect. The different types of abuse, and signs of abuse taking place are detailed in Appendix 7.

Reporting and recording abuse

All members of staff and volunteers, both teaching and non-teaching, have a statutory duty to report any suspicion or allegation of abuse directly to the DSL or Deputy DSL immediately.

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

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of the discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass relevant information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support
- at no time promise confidentiality to a child or adult
- all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe
- where abuse has occurred online or outside of the school it will not be downplayed and will be treated equally seriously as a matter for the school, in line with guidance in KCSIE.

Staff are aware that they should not question the child; other than to respond with TED - *Tell me what you mean by that, Explain what you mean by that, Describe that*. Staff will observe and listen, but do not probe/ask any leading questions. For further guidance please see **Appendix 8: Responding when children tell about abuse** or the Pocket Guide.

The Designated Safeguarding Lead will obtain key information and make a timely assessment of the information.

We recognise that parents/guardians may hold key information about incidents/allegations. In the majority of situations, the Designated Safeguarding Lead will speak to the parents/guardians and gain their consent to discussing the situation with others. Staff are aware that there will be a very few instances where to speak to the parents could further endanger the child. In those situations, a referral to statutory services may still occur; however, the DSL or Deputy DSL will clearly record reasons as to why they had not gained parental consent.

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

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication of an illness is suspected

- Female Genital Mutilation (FGM) is suspected
- Forced marriage is suspected
- Honour Based Abuse
- Extremism or radicalisation is suspected
- County Lines activities are suspected

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

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

In the event that the allegation or rumour concerns a member of staff or volunteer, the Designated Safeguarding Lead will follow the procedures set out under the 'Management of Concerns Regarding the Professional Conduct of Staff' part of this policy.

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

If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child as soon as possible. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do arise.

In some situations, children will not be at risk of suffering or have suffered risk of serious harm but may still need support from agencies outside school. In these cases, referral to the DSL should still be made to facilitate liaison between the School and relevant local social care agencies to ensure the right type of support for a child and/or their family.

Safeguarding records are held electronically in CPOMS. Safeguarding and Child Protection records are stored securely and are separate from the main pupil file. Authorisation to access these records is controlled by the Designated Safeguarding Lead. All records provide a factual, accurate, evidence-based account.

Assessment of Risk Outside the Home

It is also important that staff are aware and consider the impact of environmental factors that are present in a child's life that may be a threat to their safety and/or welfare. 'Contextual Safeguarding'⁶ relates to incidents that are associated with factors or other pupils within or external to the school setting. Children can be vulnerable to multiple extra-familial harms including, but not limited to:

- Sexual exploitation
- Sexual abuse
- Serious youth violence
- Criminal exploitation
- County lines

⁶ (<https://contextualsafeguarding.org.uk/>)

These factors are an important part of discussing and sharing concerns with the DSL; awareness and associated risks should be considered to understand the measures in place to manage these.

Assessment of risk outside of the home is an approach to understanding, and responding to, young people's experiences of significant harm and risk 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.

Children's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Assessment of risk outside of the home, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children's social care.

Child-on-child abuse

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

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting', which is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- initiation/hazing type violence and rituals

Staff understand relevant procedures with regards to child-on-child abuse, which can occur inside or outside of school and face to face or online. Child-on-child abuse is taken as seriously as forms of abuse perpetrated by an adult; we ensure that we apply the same thresholds and have a zero-tolerance approach to abuse. Staff are trained to **report all concerns regarding child-on-child abuse to the DSL** and to challenge any abusive behaviours between children. Terra Nova takes a whole school approach to reducing the risk of child-on-child abuse which includes our PSHE curriculum, staff training, promotion of our *Listening Tree* for children to report concerns, implementation of our Behaviour Policy and review by the Pastoral and Safeguarding Teams of child-on-child abuse prevention strategies. Even if there are no reported cases of child-on-child abuse, the school acknowledges that this does not mean that it is not taking place.

A distinction needs to be drawn between behaviour best dealt with by the anti-bullying policy and more complex behaviour which can be particularly harmful and where both the perpetrator and the victim may

need specialist help. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Terra Nova recognises that children are capable of abusing their peers. The school will assess if any behaviours are potentially abusive by considering if there is a large difference/imbalance of power (e.g. through age, size, ability or development) between the pupils concerned, or if the perpetrator or perpetrators has/have continually tried to harm one or more pupil(s) or if the perceived intentions of the perpetrator(s) are of concern.

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. Abuse can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence; however, staff recognise that abuse does not conform to gender-specific patterns. Statistics show that girls are more vulnerable to being victims and boys more likely to be perpetrators, although staff understand that this will not always be the case.

Staff are trained to recognise signs of abuse in all children. They may also involve technology such as 'Sexting' or sharing 'nudes or semi-nudes'. Appropriate guidance is shared with staff on this subject. It is important to consider the forms abuse may take and the subsequent actions required. The school will take this as seriously as abuse perpetrated by an adult, and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves. It is important to note that adults at Terra Nova School understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.

Any disclosure from a child about another child should be dealt with in the same way as set out in the policy for any disclosure.

When dealing with abuse by children on peers, the school follows the key safeguarding Documents, *Keeping Children Safe in Education* and *Working Together to Safeguard Children (2023)*, even where the alleged perpetrator is a child. This will entail:

- Effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue);
- Seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Cheshire East Safeguarding Children Partnership;
- If a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- Following the advice for practitioners in: *What to do if you're worried a child is being abused*⁷;
- Effective information sharing with any agencies or other professionals involved;
- Good record keeping of related conversations, meetings and communications⁸.

Where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrators receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling and the adequacy of arrangements for listening to children.

⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

⁸ Recording procedures are in line with those outlined in Cheshire East's 'Recording and Reporting Guidance.'

Where **sharing nudes or semi nudes** (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS) *Sharing nudes and semi-nudes: advice for education settings*⁹, a summary of which is shared with all staff

Where **sexual violence or sexual harassment between children** is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education.

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. Harmful sexual behaviour (HSB) can occur online and/or face to face and can also occur simultaneously between the two.

When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.¹⁰

The DSL oversees the school's approach to preventative education in matters of HSB, implementing preventative measures, drafting and implementing an effective child protection and safeguarding policy and incorporating the approach to sexual violence and sexual harassment into the whole school's approach to safeguarding.

All staff and volunteers must report any suspicion or disclosure of Harmful sexual behaviour to the DSL immediately. (Please see Child Abuse section for information on how to respond to a disclosure).

As with all forms of abuse, the school takes a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and will not be tolerated. Allegations of sexual violence or harassment will never be dismissed as "banter" or "just part of growing up". Any incidents of sexual violence or harassment will be dealt with promptly, outlined as below.

Where sexual violence or sexual harassment between children is alleged the school will follow the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education.

Parents/guardians are normally informed unless this would put the victim at greater risk, as explained in Parts 1 and 5 of Keeping Children Safe in Education. Where there are child protection concerns a consultation will take place with Cheshire East Consultation Service (ChECS) and where a report of rape, assault by penetration or sexual assault is made this will be reported to the police. The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

Where there has been a report of sexual violence, the DSL should make an immediate risk and needs assessment which should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,

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<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

¹⁰ From *Keeping Children Safe in Education* Part 5

- the alleged perpetrator(s); and
- all the other children (and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their pupils and updating their own risk assessment.

As a place of education, the School recognises its responsibilities in supporting both victim and perpetrator in instances involving sexually violent or harassing behaviour. Programmes of both support and sanction will be designed with regard to guidance in Part 5 of Keeping Children Safe in Education and, where relevant, in consultation with appropriate statutory authorities.

Sharing Nudes / Sexting

This form of abuse also includes underwear shots, sexual poses and explicit text messaging and is known as sexting or sharing nudes (or semi-nudes). This can be done via photo, video or message on mobile phones, tablets and other devices, and involves distribution via the internet or mobile network. While sharing nudes can take place in a consensual relationship between two children under the age of 18, the use of explicit images in revenge following a relationship breakdown is becoming more commonplace. Sharing nudes can also be used as a form of sexual exploitation and take place between strangers.

The School is guided by UKCIS guidance¹¹ and *Keeping Children Safe in Education* on the issue of sharing of nudes and semi-nudes, and recognises that the production and distribution of nude and semi-nude images of children under the age 18 is both illegal and a source of concern for parents and pupils.

In light of the prevalent use of internet-enabled devices among pupils at Key Stage 2 and above, the issue of nude sharing is one that requires awareness raising across all ages.

The school uses age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school for advice and awareness-raising material is circulated via parent bulletins.

The types of incidents involving 'sharing nudes' are:

- A person under the age of 18 creates and shares nudes or semi-nudes of themselves with a peer under the age of 18
- A person under the age of 18 shares nudes or semi-nudes created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of nudes or semi-nudes created by another person under the age of 18

The above may also include incidents where young people find nudes and semi-nudes online and share them claiming to be from a peer or where they digitally manipulate an image of a young person into an existing nude online. This does not cover the sharing of nudes and semi-nudes of under 18s by adults (18 and over) as this constitutes child sexual abuse and education settings should always inform their local police force as a matter of urgency.

¹¹ UK Council for Internet Safety:

https://assets.publishing.service.gov.uk/media/65d62b02188d770011038855/UKCIS_sharing_nudes_and_semi_nudes_a_dvice_for_education_settings_Web_accessible.pdf

When an incident involving nudes and semi-nudes comes to the attention of any member of staff:

- **the incident should be referred to the DSL as soon as possible**
- **staff must never view the imagery or try to investigate**
- the DSL will hold an initial review meeting with appropriate staff. (This may include the staff member(s) who heard the disclosure, a Deputy DSL and the Head)
- if appropriate, the DSL will carry out subsequent interviews with the young people
- parents or guardians will be informed by the DSL at an early stage and involved in the process in order to best support the young people unless there is good reason to believe that involving them would put the young person at risk of harm (this decision will be taken together with children's social care and other agencies)
- a referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process
- the DSL will use appropriate risk assessment tools to categorise the incidents and assess the behaviours of any young people involved
- it is likely that it will be necessary for the DSL to speak with the young person or people involved to decide on the best course of action
- the DSL will reassure any young person who has come forward to report an incident that they have done the right thing
- the DSL will reassure the young person that they are not alone, and the School will do everything that they can to help and support them

The DSL will explain the law on the sharing of nudes and semi-nudes. It is important to highlight that the law is in place to protect young people rather than criminalise them and should be explained in such a way that avoids alarming or distressing them.

All confiscation of devices, viewing and deleting of imagery will be carried out in accordance with DfE Guidance on Searching, Screening and Confiscation¹². The safeguarding team has the delegated authority to confiscate devices and search imagery where appropriate/necessary. All incidents will be recorded on the Safeguarding record system CPOMS in line with Keeping Children Safe in Education. Children and parents will be advised that if nude or semi-nude imagery is on wider social media, they can usually report this via the platform's reporting options. If there is no reporting function on the platform, the Internet Watch Foundation can assist in getting the content removed via www.iwf.org.uk or [Report a nude image online | Childline](#)

Online Safety & Technology (including Cybercrime & Gaming)

Terra Nova School has an **Online Safety Policy** and age-appropriate **Acceptable Use Agreements** which should be read in conjunction with this Child Protection & Safeguarding Policy. The Online Safety Policy details our approach and procedures for online safety including our filtering system and monitoring of usage. The DSL is responsible for ensuring that appropriate systems are in place for filtering and monitoring at Terra Nova School, as well as organising and/or providing suitable training to staff in matters of online safety in conjunction with the School's Online Safety Policy.

Technology, mobile phones and digital platforms are an integral part of children's lives. Terra Nova is committed to educating pupils to be digitally safe and have a positive relationship with technology in order to manage risk online. We educate our children on these topics through their class lessons, Assemblies,

¹²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Computer Science and PSHE curriculum and periodically circulate information to parents via our parent bulletins¹³.

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

Some of the risks could be:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography,, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users, for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

The school therefore seeks to provide information and awareness to staff, pupils and their parents through:

- Online Safety Policy
- Acceptable use agreements for children, parents and staff
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, website
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant websites and or publications

Cybercrime

Cybercrime is criminal activity committed using an internet-enabled device or computer network. It represents a criminal offence under the Computer Misuse Act.

Cybercrime 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.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If we become aware of any incidents of cyber crimes, we will consider each case individually as to whether any criminal act may have been committed. The school will refer on to the police any information it deems appropriate, or where it is required by law. The DSL may refer into the Cyber Choices programme¹⁴ which is a nationwide police programme supported by the Home Office and led by the National

¹³ Further advice can be found via the following resources: <https://www.nspcc.org.uk/> and <https://www.internetmatters.org/> and <https://reportharmfulcontent.com/>

¹⁴ <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

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.

Risks associated with Gaming

Online gaming is an activity that many children and adults get involved in. The school raises awareness by:

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

Mobile Phones

All children, parents and staff at Terra Nova sign up to an Acceptable Use Policy - children do not access mobile phones during the school day. Full guidance on the use of mobile phones by staff is provided in the Staff Acceptable Use Policy. Staff and parents should be aware that in the EYFS setting mobiles phones are strictly forbidden.

Serious Violence

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

All staff should be aware of the 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home office's 'Preventing Youth violence and Gang Involvement'¹⁵ and its Criminal exploitation of children and vulnerable adults: County Lines Guidance¹⁶

¹⁵

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

¹⁶

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Contextual Safeguarding

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.¹⁷

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including:

- sexual identity
- cognitive ability
- learning difficulties
- communication ability
- physical strength
- status
- access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education. As a school we educate all staff in the signs and indicators of CCE and CSE. We use the Pan Cheshire contextual safeguarding screening and assessment tools to identify pupils who are at risk and the DSL will share this information as appropriate with ChECS. Further information can be found in the Pan-Cheshire CSE strategy, protocol and tools¹⁸.

¹⁷ From *Keeping Children Safe in Education*. Further advice can be found in the Home Office's 'Preventing Youth violence and Gang Involvement' and its 'Criminal exploitation of Children and Vulnerable Adults: County Lines guidance'. (<https://www.gov.uk/government/publications/serious-violence-strategy>)

¹⁸ https://www.proceduresonline.com/pancheshire/cheshire_east/p_ch_sexual_exploit.html

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;
- being forced or manipulated into committing vehicle crime;
- 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.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections
- display sexual behaviours beyond expected sexual development
- become pregnant

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often 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 (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing

Forms of abuse linked to culture, faith or belief

All staff in this school will promote mutual respect and acceptance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should continue to adopt an attitude of “it could happen here”, reporting promptly any concerns to the DSL who will seek further advice from statutory agencies, prior to contacting parents/guardians.

‘Honour-based’ abuse

So-called ‘honour-based’ abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community (including female genital mutilation (FGM), forced marriage, and practices such as breast ironing). Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of honour-based violence are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of Honour Based Abuse, or already having suffered Honour Based Abuse.

There are a range of potential indicators that a child may be at risk of honour based abuse. Awareness raising has taken place around honour-based abuse and staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that honour-based violence and forced marriage can affect both young men and women.

If staff have a concern regarding a child that might be at risk, they should notify the DSL immediately who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Actions that will be taken by the school in relation to Honour-Based Abuse:

- As per the School’s Attendance policy, any term-time absence must be requested, in writing, to the Deputy Head. Should this involve plans for an overseas trip, further discussions between the DSL and family will take place to ascertain more detail such as location/destination, purpose of the visit, return date (fixed or estimated) and planned activities.

- Conversations with the child/children take place to cross-check and corroborate the purpose of the visit, if the child/children is/are aware;
- If a return date has been specified and a child has not returned to school, we would contact our Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Absent from Education Procedures and referring the case to the police and Children's Services as appropriate.

Breast ironing (or breast flattening)

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

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

Female Genital Mutilation (FGM)

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

- Is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are
- sometimes given for FGM however there is no valid reason for it.
- Is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Indications that FGM may be about to take place:

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

Indications that FGM has taken place:

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

Teachers in our school are aware of their responsibilities¹⁹ under section 74 of the Serious Crime Act 2015 which says that “If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher must report this to the police**”.

Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

Forced marriage

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

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

Indications that a child is at risk of Forced Marriage

Staff should be aware of significant changes in the child's presentation (emotional and physical), in dress and behaviour. Possible indicators are:

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

Prevent, Radicalisation and Extremism

Terra Nova School adheres to the Prevent Duty Guidance (initially published July 2015, and later with subsequent updates)²⁰ and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The School's Prevent Risk Assessment may be found [here](#).

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

¹⁹ Further information and guidance can be found at

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

²⁰ <https://www.gov.uk/government/publications/prevent-duty-guidance>

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

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for Information technology, Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying and the RSE and PSHE curriculum.

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

In our school community we are aware of these specific issues, relevant to our school's profile. All Staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child, both day pupils and boarders. The school provides a single point of contact to oversee and coordinate the school's implementation of the Prevent Duty and this is the Designated Safeguarding Lead. Staff are made aware of their responsibilities regarding the Prevent Duty and are periodically required to complete statutory Prevent Duty training. The programme covers:

- what Prevent is;
- what extremism and radicalisation are;
- who may be vulnerable;
- how people may be drawn into terrorism;
- how messages are spread;
- what schools and childcare providers must do to comply;
- the support available for individuals at risk;
- what to do if you have a concern.

This training is reinforced by regular bitesize training through our professional learning programme and circulation of training materials and updates.

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. See Appendix 9 for possible indicators of radicalisation. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with all other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

In Cheshire East if we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would contact Cheshire East Consultation Service (ChECS 0300 123 5012 Option 3) AND complete a Prevent referral²¹.

Where necessary individuals may be discussed at **Channel**. Channel is a multi-agency programme which delivers the strategic aim of Prevent. The Channel Panel in Cheshire East meets regularly to discuss Prevent referrals and to decide upon actions and/or the most appropriate programme of support required by each case referral. Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism²², was updated in 2020.

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

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

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

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

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

Modern day slavery including Trafficking

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Staff are aware that a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour and that it is an offence to arrange or facilitate the travel of a person with a view to them being exploited.

These are serious offences carrying a penalty of up to life imprisonment. Any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent.

Children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation.

²¹ <https://childrenandfamiliesportal.cheshireeast.gov.uk/web/portal/pages/childrenspreventreferral#h1>

²² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

Trafficked Children

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

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

As a school we are alert to the signs both for our children and for their families and are aware that this may be if they:

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

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

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

These behaviours themselves do not indicate that a child is being trafficked but should be considered

as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead who will consult with ChECS to make a referral via the National Referral Mechanism²³ and liaise with the police.

Children at Risk and Children in Need

It is important to distinguish between children who have suffered, or are likely to suffer significant harm, and those who are in need of additional support from one or more agencies. This is the distinction between Children **at Risk** and Children **in Need**.

Children at Risk should be reported to Cheshire East Consultation Service (ChECS), or in the case of Radicalisation, Channel, immediately. In the case of FGM, it is mandatory for the school to contact the Police, as per guidance in *Keeping Children Safe in Education*.

In cases where it is felt the child requires assistance from other agencies that support pupils, such as CESC, Safeguarding Children in Educational Settings (SCiES) or Child and Young Person Mental Health Service (CYPMHS), the School will liaise with these agencies and inter-agency assessment using local processes such as the Multi-Agency Threshold Framework to better identify risk and response. The Pastoral and Safeguarding Teams carefully monitor concerns about the emotional wellbeing and mental health of particular pupils and the School also provides access to a counsellor for those children who can most benefit from this.

The DSL holds a list of pupils with safeguarding files. The DSL assumes overall responsibility for the appropriate and timely sharing of information pertinent to the educational development and/or personal safety of children on the safeguarding register. Exceptional care is taken to ensure children's circumstances remain private to the majority of staff, with the school adopting a need-to-know approach to the sharing of safeguarding information. The Safeguarding Team, along with the Assistant Head Academic and in conjunction with the Deputy Head, oversees any appropriate academic support or adjustments required by these children and promotes a culture of high aspirations for all children irrespective of their current or historical circumstances.

Thresholds for Support

Each child has different needs and will need different support in order to ensure their needs are met and they meet their potential in life and thrive. Cheshire East Children's Services uses a "Stepped Approach" which describes four different levels of additional need and support that children and families within the county might experience.

Each separate level is described in more detail in the guidance to assist professionals in identifying and assessing where a child lies on this spectrum and understanding the subsequent actions expected of them at each level in order to ensure that the child's needs are met. Some children and/or families have greater needs and may require additional support or support from more than one agency. Where this is necessary, Cheshire East Children's Services focus on early intervention and prevention services in order to ensure that children and their families receive the most appropriate support to meet their needs at the earliest opportunity.

In summary, the four levels of need are: universal services; Extra help; Targeted help (Lower Tier and Upper Tier); and Statutory help. Only a small proportion of children in the county will require intervention under Statutory Help guidance.

²³

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

Extra Help and Early Help

Early Help is a pathway of support given to a family with a focus on early intervention rather than waiting until a child or family's situation escalates. Extra Help represents an additional step in early intervention that goes beyond Universal services but precedes an Early Help Assessment. Early Help services at any stage can be delivered to parents, children or family groups and their main focus is to improve outcomes for children.

We actively support multi-agency planning for children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem. Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy.

Some children may have an increased risk of abuse, both offline and online, and may benefit from additional support; staff are trained to raise any concerns about the welfare of any child. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to any child which:

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

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider in consultation with SCiES whether Extra help should be considered. Staff are aware that early identification of concerns can reduce the risk of subsequent abuse.

The DSL will liaise with other agencies in setting up an inter-agency assessment as appropriate. Where Extra Help, Targeted Help and/or other support is appropriate, we ensure that the situation for the child is kept under constant review. If the child's situation doesn't appear to be improving, we take appropriate action.

Domestic Abuse

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances. As a school we believe that all our pupils have the right to be safe at school and also in their own homes.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships ('teenage relationship abuse').

Children who **witness** domestic abuse can also be adversely affected. The Domestic Abuse Act 2021 recognises any child who sees, hears or experiences the effects of abuse as a victim in their own right. Their experience(s) will shape their self-worth, identity, and ability to relate to others in childhood and adulthood, making it much more difficult to succeed at school and develop friendships and can have a detrimental and long-term impact on their health, well-being, development and ability to learn. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

To support our children we:

- Work directly with the police through Operation Encompass and Cheshire East Domestic Abuse Hub²⁴ to provide emotional and practical help to children;
- Have an ethos which puts children's well being at the heart of all that we do;
- Create a predictable school life with set routines;
- Ensure that rules and expectations are clearly stated and understood by all;
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them;
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead;
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that we follow through with any consequences or sanctions;
- Support children to put feelings into words. Build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately. *(A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings);*
- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents;
- Create opportunities for children to feel successful. Let the child/young person know that they matter; taking an active interest in them;
- Accept that they may not be willing or able to talk about it right away (if ever);
- Provide effective, non-verbal, systems for children to access support;
- Provide reassurance that only people who need to know about the incident will know;
- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions;
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.
- Provide opportunities to teach about and discuss health and unhealthy relationships

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<https://www.cheshireeast.gov.uk/livewell/staying-safe/domestic-abuse-and-sexual-violence/domestic-abuse-tools-and-re-sources.aspx>

Children with special needs and disabilities

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

These barriers can include:

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

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

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Appropriate specialist support is put in place for children in these circumstances.

Making child arrangements via the family courts following separation can impact on the child and the school liaises with relevant agencies including CAFCASS to ensure the needs of the child are met and supported²⁵.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The DSL will be aware of such pupils in school and will advise, guide and support staff using the NICCO website²⁶ which provides resources for school staff to support children in such circumstances.

Children Missing from Education

Our procedures regarding children missing from education comply with the Cheshire East Safeguarding Children's Partnership (CESCP) guidance²⁷ and with *Keeping Children Safe in Education*. Under Section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

Our staff will follow the school's separate procedures for dealing with children who go missing, particularly on repeat occasions. Staff should act to identify any risk of abuse and neglect, including sexual abuse or

²⁵ Support for 5-11 year olds attending court:

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

²⁶ <https://www.nicco.org.uk/>

²⁷ <https://www.cheshireeast.gov.uk/schools/school-attendance/children-missing-education.aspx>

exploitation. We have appropriate safeguarding policies, procedures and responses for children who go missing from education, or are persistently absent without suitable explanation. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones and honour-based abuse including FGM, breast ironing, forced marriage, mental-health problems and substance abuse.

Terra Nova has an Admission register and an Attendance register. The School's policies and procedures regarding pupil attendance are detailed in the Attendance Policy, which is available to parents via the school website and is informed by statutory guidance, *Working Together to Improve School Attendance*²⁸. Where reasonably possible, the school will hold more than one emergency contact number for each pupil. We follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify ChECS if there is an unexplained absence of more than two days of a child who has a Child Protection or Safeguarding file open. Additionally in line with guidance, the DSL will notify the applicable local authority of any child who is going to be deleted from the admission register, or where the child:

- has been absent from school for a period of 10 or more school days in succession where the absence is recorded as unauthorised (registration codes G, N, U or O); ;
- has been, or is likely to be, absent for a total of 15 school days (consecutively or cumulatively) during the school year due to illness;
- has been taken out of school by their parents and is being educated outside the school system e.g. home education;
- has left school suddenly and the destination is unknown;
- has not taken up an allocated school place as expected;
- has been certified by a doctor as unlikely to be in a fit state of health to attend Terra Nova.

In accordance with government guidance the school will make a return to the local authority when a pupil's name is deleted from the admission register. This guidance is understood as applicable to non-standard transitions; pupils at natural exit points will not be reported as withdrawn. Rather, this relates to pupils removed from the admission register before completing the final year of education normally provided by the school, or pupils added to the admission register after the start of the first year of education normally provided by the school. Within the context of Terra Nova, natural exit points are defined as the completion of Year 6 (at 11+) or Year 8 (at 13+). This will assist the local authority to fulfil its duty to identify pupils of compulsory school age who are missing in education and follow up with any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect. ol.

Children Missing from Home or Care

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions. Our school is aware of the Pan-Cheshire Missing from Home Protocol²⁹.

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

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

²⁸ Working Together to Improve School Attendance

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

²⁹ <https://www.cescp.org.uk/professionals/missing-from-home.aspx>

Push factors include:

- Conflict with parents and/or carers
- Feeling powerless
- Being bullied and/or abused
- Being unhappy and/or not being listened to
- The Toxic Trio (domestic abuse, mental ill health and substance misuse)

Pull factors include:

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

As a school we will inform all parents of children who are absent (unless the parent has informed us). Full details can be found in our Attendance Policy.

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

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances), and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking or travelling to school on their own) it is important they are given practical advice on how to keep themselves safe. The school curriculum provides opportunities for learning about outdoor-safety and personal conduct in wider society, with lessons delivered by teachers or representatives of relevant local services. The School's view is that such lessons should focus on building children's confidence and abilities rather than simply warning them about all strangers.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act³⁰ places a legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The Act focuses on early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

Bullying

Bullying is behaviour by an individual or group, it can be an isolated event or repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a significant effect on a child's wellbeing. All incidents of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. Bullying is addressed at regular intervals in the PSHEE curriculum and through form/class activities and assemblies. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headmistress and the DSL will consider implementing safeguarding procedures. For further information, see the DfE guidance, Preventing and Tackling Bullying (2017)³¹ and our school's Anti-bullying Policy.

Cyberbullying

Central to our School's anti-bullying ethos are the principles that bullying is always unacceptable and that all pupils have a right not to be bullied. The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and, in line with the school's duty of care to all pupils, should the School become aware of an incident or incidents of cyber-bullying carried out by pupils while they are away from site, we will investigate accordingly. Management of pupils' access to internet-enabled devices while on the school premises is outlined in the School's Online Safety Policy, available via the school website.

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

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

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

³⁰ <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

³¹ <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- Making threatening, abusive, defamatory or humiliating remarks in online forums. Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually, which will include a decision on whether any criminal act may have been committed. The school will pass on information to the police if it feels that it is appropriate or is required to do so by statute.

Mental Health

All staff recognise that the school has an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware of children's mental health as a specific safeguarding issue and understand 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.

Staff 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. Colleagues will share or report their concerns to the Safeguarding or Pastoral teams, as appropriate. The Pastoral Team applies the school's behaviour management systems, keeping in mind the guidance contained within the DfE publication 'Mental Health and Behaviour in Schools'³².

The school employs a counsellor who is able to listen to and support pupils themselves, both individually and in groups, and may provide counsel to staff who are supporting children with ongoing mental health concerns.

Staff are aware that, where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. Training is provided periodically for staff in areas such as ACEs, trauma-informed practice and children's mental health.

In situations when a mental health concern about a child is connected to a safeguarding concern, staff should contact the designated safeguarding lead or a deputy immediately.

The school actively seeks to promote positive health, wellbeing and resilience in pupils and we work with other organisations through visits and assemblies and in PSHE sessions to reinforce these messages in the curriculum and whole-school culture.

Supporting children at school

Terra Nova School recognises that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and may find it difficult to develop and maintain a sense of self-worth. It also recognises that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Terra Nova prides itself on its excellent pastoral support structures. The School will support all pupils by:

³² <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- Preparing all pupils to make reasoned, informed choices, judgments and decisions through the PSHE curriculum and assemblies;
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as through our relationships, whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the School, ensuring that all pupils know that there are adults to whom they can turn if they are worried, including an Independent Listener;
- Displaying and providing children with written advice on where they can seek help;
- Providing boarders with access to helpline numbers and access to telephones to call for support in private;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying the appropriate authorities as soon as there is a significant concern.
- Providing continuing support to a leaving pupil about whom there have been concerns by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the School's records are forwarded as a matter of priority;
- Maintaining appropriate and relevant Anti-Bullying and Behaviour policies, which include supporting vulnerable pupils in the school.

Children who are Lesbian, Gay, Bi, or Trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an 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.³³

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff at our School endeavour to reduce the additional barriers faced by providing safe spaces for them to speak out or share their concerns with members of staff.

Prevention and opportunities to teach safeguarding

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

At Terra Nova School the PSHE and RSE curricula provide valuable platforms for us to openly discuss safeguarding matters with our pupils and to ensure that they are taught about how we work together to safeguard them. The content of this curriculum includes at age-appropriate stages: Relationships Education and Relationships and Sex Education, Online Safety, Identity and Diversity, Radicalisation, Drugs, Lifestyle, body confidence and self-esteem, boundaries and consent and other topics relating to safeguarding. The School Council works with the DSL and PSHE Lead to deliver assemblies and activities about safeguarding to our pupils. Relevant government guidance regarding the teaching of RSE underpins the school's approach to Relationships or Relationships and Sex Education³⁴. For further details please see the school's RSE policy

³³ Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

³⁴ Relationships Education, Relationships and Sex Education (RSE) and Health Education:

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

The School will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensure that all children know there is an adult in the School whom they can approach or contact if they are worried or in difficulty;
- Include across the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help;
- Support children in recognising and managing risks in different situations, including on the internet; being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure ;
- Ensure that staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks;
- Ensure that appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding;
- Ensure that all adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children;
- Address emerging themes and feed back to the local authority and CЕСP to ensure a coherent approach so that multi-agency awareness and strategies are developed;
- Systematically monitor pupil welfare, keeping accurate records, speaking to parents/guardians and notifying appropriate agencies when necessary;
- Engage with the School Council and other pupil groups to develop safeguarding policy and practice as the voice of the child is paramount;
- Use research evidence to inform our prevention work.

Positive Handling – the use of reasonable force

Our policy on physical intervention by staff is set out in Appendix 3 of this document and acknowledges that staff must only use physical intervention as a last resort, when a child is endangering their self or others, and that at such times it must be with the minimal force necessary to prevent injury to another person. All instances where a member of staff is required to employ reasonable force to diffuse a situation are recorded as such.

Staff who are likely to need to use physical intervention are appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures. We recognize that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundary.

Boarding

The DSL works closely with the Head of Boarding, to ensure that there is a culture of vigilance in the Boarding House. Boarding Staff have an induction process specific to working in Boarding and, where relevant to their role, receive additional BSA (Boarding Schools’ Association) training to further promote the welfare and safeguarding of our boarders. Children are made aware of who they can approach and talk to if they are worried or have concerns. All Boarders, at the beginning of each term or as part of their first night induction, are shown the location of the phones, doorbells and key contact numbers. Further details regarding the safety and wellbeing of boarders can be found in the Boarding Handbook.

Health and Safety

The School's Health and Safety policy, set out in a separate document, reflects the consideration given to the protection of our children both physically within the School environment and, for example in relation to internet use, when away from the School whilst undertaking school trips and visits.

Complaints about Safeguarding Practice

All staff at Terra Nova work hard to ensure that neither parents nor children have any cause for complaint. However, a copy of the School's Complaints Procedure is available on the School website and from the School Office.

All complaints will be handled in line with the above-referenced Complaints Procedure.

Where an issue relates to the conduct of a member of staff, the Local Authority Designated Office (LADO) may be informed, whose details are maintained at the front of this policy document.

Appendix 1 – Guidance on Staff Interaction with Pupils

All adults who come into contact with children at this school will behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made.

All staff at Terra Nova take pride in fostering a warm and caring family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact must be curbed, and impulse restrained, by a considered assessment of the situation.

This does not mean that physical contact is never permissible. It does mean that adults making physical contact with children must operate within understood limits, and that contacts beyond those limits must be a considered response which can be justified if necessary. Any contact must be entirely unambiguous and good practice would decree that the contact always be initiated by the child.

Where those limits lie will vary according to the age of the child and the role of the member of staff. A young child, for example, may require to be comforted and reassured. Prohibition of any physical contact may not be of benefit to the children in the school's care. It would be expected that the need of such contact with older pupils, especially day pupils, would be considerably less although, even in these circumstances, situations could arise in which it would be a natural and human occurrence (bereavement, for example), so long as it was agreeable to both parties and appropriate.

It is impossible to lay down rigid rules about what is and is not permissible. Common sense is a good guide, but it must be 'informed common sense'. Child abusers often seek to gain the trust and confidence of children by seeming to care, only to then exploit that trust. It is important for staff to realise that too generous limits, which can be operated satisfactorily by some, can be exploited by others with less worthy motives.

Opportunity

Opportunities for abuse exist in all schools, especially boarding schools, and in one-to-one situations. Advice would be to try, as far as possible, to avoid situations in which a member of staff is alone with a pupil. This may prove difficult, especially in those situations where it may be seen as beneficial for a child to have some opportunity for one-to-one contact with an adult. Where this does happen, it should be arranged sensibly with others, where possible, within earshot or vision. As far as possible, in one-to-one situations, staff are encouraged not to isolate themselves behind closed doors.

Physical Contact

This may be for the purpose of:

- care
- instruction
- positive handling

Staff should always be able to justify the need to resort to physical contact in any situation. The nature of the contact should be limited to what is appropriate and it must be unambiguous.

Positive handling should involve only the minimum force necessary to protect children from harming themselves or others, or inflicting damage to property. If possible, colleagues should be summoned to witness or assist, if necessary. (See Appendix 3: Positive Handling of Pupils)

Remarks

Salacious or demeaning remarks should never be made to, or in the presence of, children. This includes remarks about a child's or adult's physical characteristics or development or any other suggestive or derogatory comments.

Attachments

Staff should share their concerns with the Head if they suspect:

- that a pupil is becoming inappropriately attached to them or to another member of staff;
- their relationship with or feelings towards a pupil could be placing them at risk of unprofessional behaviour.

Allegations of abuse by a member of staff will be dealt with as set out in the Child Protection and Safeguarding Policy and the Staff Handbook.

Mobile Phones

Full guidance on the use of mobile phones is provided in the Staff Acceptable Use Policy. Staff mobile phones should not be used in the presence of children for personal business. Staff should avoid using mobile phones in the presence of children for school-related use at all times unless the reason for use is urgent or unavoidable. Mobile phones should be kept on 'silent' or turned off during lessons and meetings, to minimise possible disruptions. Staff and parents should be aware that in the EYFS setting mobiles phones are strictly forbidden. A facility for staff to securely store their phones is provided in the Nursery building.

Appendix 2 – Confidentiality

The policy of the School is to work in partnership with parents in order to promote the welfare of children. Terra Nova also aims to build up relationships of trust with the children. Children and parents should feel able to raise concerns with the school about safety and welfare in the knowledge that these will be handled with sensitivity. Because of the potential sensitivity of these issues, Terra Nova will operate on the presumption that anything imparted in confidence will be treated in confidence.

This is subject to three qualifications:

1. Anything imparted 'in confidence' to a member of staff, or person approached as an associate of the School, may be shared with a restricted number of colleagues should that person feel in need of support and guidance.
2. If serious concerns are raised about the safety or welfare of a child, the person approached may be obliged, in terms of the School's safeguarding procedures, to pass that information onto the Designated Safeguarding Lead for consideration as to whether it should be shared with the local authorities. In these circumstances, the person would not, except in an emergency, breach the confidence of the person seeking the assistance without first letting them know.
3. The School must pass on information when legally obliged to do so; for example, by a court of law. Children must also feel able to share concerns with staff. Problems may arise when a child consults a member of staff about a problem and does not want the information to be shared with parents. Whilst staff will try to encourage children to share the information with parents where that is appropriate, there may be circumstances in which any pressure to pass the information on could result in the child keeping the problem to him or herself or not sharing concerns in the future. Parents should also be assured that it is the aim of the School always to act in the best interests of the child and to encourage the fullest possible involvement and consultation with parents.

The school is mindful of its responsibilities with regard to information sharing and especially of the principle that safeguarding children is a processing condition that allows practitioners to share special category personal data, including sharing information without consent where there is a good reason to do so. We will always act in compliance with GDPR and with reference to the data protection toolkit for schools³⁵.

³⁵ <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Appendix 3 – Guidelines for the Positive Handling of Pupils

The law clearly forbids a teacher to use any degree of physical contact, which is deliberately intended to punish or, primarily, cause pain, injury or humiliation. As per the School's Behaviour policy, Terra Nova rejects the use of corporal punishment in all forms within the school. Use of force as a punishment will result in disciplinary action, in line with the school's staff discipline policy.

Terra Nova School reserves the right for staff to safeguard children by using reasonable force to control or positively handle a pupil in specific circumstances, including to manage a child's behaviour if absolutely necessary. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do)" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to any person (including the pupils themselves);
- Causing damage to the property of any person (including the pupils themselves);
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

Positive handling in any of the above circumstances must only be used when there is no alternative to its use. Every effort must be taken to avoid the use of physical force: for example, rather than use force to remove a disruptive pupil from the classroom, the option exists to lead the rest of the class out and leave the disruptive pupil behind. Staff place an emphasis on de-escalation and will use physical touch only to prevent a child or others being harmed, or in line with the circumstances outlined above.

Positive handling may involve blocking the path of pupils, positioning oneself between pupils, touching, holding, pushing, pulling or leading a pupil by the arm or herding a pupil away by placing a hand in the centre of the back.

Only in the most exceptional circumstances and where there is deemed to be no alternative can a person justify any use of force upon a pupil which might reasonably be expected to cause injury. Positive handling must involve the minimum force necessary to prevent injury or remove the risk of harm and should be for the shortest time necessary.

Physical positive handling must not be used to gain compliance with staff instructions when there is no immediate risk to the pupil or to other individuals.

Where it has been necessary to use physical intervention, we ensure the following:

- The child's wellbeing after the event is monitored and supported;
- parents are fully briefed;
- the incident is fully recorded on CPOMS including antecedents, de-escalation attempted, holds used, the pupil's response, description of any injuries suffered by the pupil or others and details of any damage to property during the incident;
- an individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future;
- any incident involving the restraint of a child is always reported to an identified senior leader.

Staff are not expected to positively handle a pupil if, by so doing, they consider they put themselves at unacceptable risk. Examples might include:

- where pupils are fighting;
- on the verge of committing a deliberate damage or vandalism to property;
- causing themselves or others to be at risk of damage by accident;
- through rough play or the misuse of dangerous materials or objects.

Appendix 4 - The Management of Concerns Regarding the Professional Conduct of Staff (Safeguarding)

Introduction

The school is aware of the possibility that an allegation that might indicate a member of staff is unsuitable to work with children, either in their present position or any other capacity. There is a standard procedure for dealing with allegations, guided by statutory documentation (KCSIE). It is the responsibility of the Head and the Chair of Governors to implement all policies and procedures relating to safeguarding and to ensure that all staff are made aware of them. These procedures will be applied with common sense and judgement. The school will quickly and fairly deal with any allegation. It will be dealt with ensuring the child is protected but that the staff member is also supported.

When procedures are invoked

Procedures will be followed in cases in which it is alleged that a teacher or member of staff in school has:

- 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 they are unsuitable to work with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes awareness of 'transferable risk', taking account of incidents outside school, including those not involving children but which may have an impact on suitability to work with children.)

A 'staff member' is a person whose work brings them into contact with children in an education setting. It, therefore, applies to all teachers and support staff in schools, supply teachers, volunteers and other adults, whether paid or working in a voluntary capacity (including supply teachers) on or off school premises and sites. In the case of an allegation against the Head, the Chair of Governors is responsible for initiating the School Child Protection and Safeguarding Policy.

In some circumstances the school will consider an allegation against an individual not directly employed by Terra Nova, where our own disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency, so as to ensure all allegations are dealt with properly. In such circumstances we will always seek to discover the facts and liaise with the local authority designated officer (LADO) to determine a suitable outcome. We will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Our **Low Level Concerns Policy** (see Appendix 12) details our processes and approach for handling concerns about staff which do not meet the harms threshold.

Principles

The procedures need to be applied with common sense and judgement. The procedure in the school's Child Protection and Safeguarding Policy, that applies for listening to any child, is to be followed when an allegation is made against a staff member. It is essential that the child is neither interrogated nor guided in what to say, and that a written record of the initial conversation is made as soon as practicable. Confidentiality should never be promised to a child making a disclosure.

Where the allegation relates to the use of positive handling it will be appropriate for the Headteacher to deal with this at a school level. However, an allegation of assault beyond the use of reasonable force would need to be referred as a safeguarding matter.

Procedures

All staff have a statutory responsibility to report if they believe a member of staff is harming, or using unacceptable behaviour towards a child. (See Appendix 5: Whistleblowing). The Headteacher must be immediately informed of the concern or allegation. Staff must not attempt to further investigate the allegation but provide a full written record of what the pupil said, signed and dated and keep the original notes. If the concern/allegation is against the Head, they should inform the Chair of Governors. It is important that allegations are examined objectively by someone independent of the school.

The Local Authority Designated Officer (LADO) will be informed of all allegations that come to the School's attention on the same day. This will then enable the LADO to consult police and social care colleagues as appropriate.

The Head will not take any other action or start an investigation before consulting with the LADO. It is the responsibility of the Police and Assessment Team to investigate allegations of abuse. The Head will not interview the child, the member of staff or other potential witnesses as any such intervention could jeopardise a criminal investigation.

Enquiries will be minimal and include, for example:

- Was the pupil in school that day?
- Did the pupil have any contact with the member of staff?
- Have any other potential witnesses come forward?

Following confirmation that there was potential for contact, the Head will seek advice from the LADO. Various options will be agreed with the LADO depending on the circumstances.

Following consultation with the LADO, the Head will:

1. Ask for a written account from the member of staff reporting the allegation, countersigning and dating the account to record receipt.
2. Advise the person that the matter must remain in absolute confidence unless informed otherwise.
3. Record any information about times, dates, location and names of potential witnesses.
4. Send this information to the LADO within twenty-four hours.

The issue of whether suspension is appropriate will be considered at this stage, and a risk assessment completed. The Head, in consultation with the LADO, will then inform the person making the allegation of the likely course of action and ensure that the parents of a child making an allegation have also been informed of the facts.

At this point the member of staff, against whom the allegation has been made, will be informed. All information on the allegation will be provided subject to agreement from the authorities involved. The member of staff, subject to the allegation, will be informed of action to be taken and the outcome of the risk assessment, carried out by the Head, and any restrictions it may involve. They will have the services of a named person for support along with the contact details for the Employee Assistance Programme. They will be informed of their right to consult with a union official.

The allegation will then be investigated by the Child Protection Unit, Police Public Protection Investigations, LADO, social workers, police officers trained to undertake such investigations and any other relevant bodies (Strategy Meeting). The Head/Chair of Governors may be in attendance as appropriate. Whilst the member of staff, subject to the allegation will not be invited, they will be informed of the outcome. The named person supporting the staff member will keep them updated with the procedure.

Confidentiality

Throughout any investigation, from the point that an allegation has been made, all discussions should be recorded in writing. The parent/guardian will be kept informed about the progress of any investigation and told the outcome where there is no criminal prosecution, including the outcome of any disciplinary process. The parents are not usually entitled to the deliberations, nor the information taken into account in reaching a decision, but they will be told the outcomes in confidence and made aware of the laws regarding publishing allegations about teachers as in the Education Act 2011.

There exist restrictions on the reporting or publishing of allegations against teachers and so the school must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/Teacher Regulation Agency (TRA) publishes information about an investigation or decision in a disciplinary case.

In the event of an allegation of serious harm or abuse in the EYFS setting by any person living, working or looking after children, Ofsted will be informed (via the ISI office) within 14 days.

Suspension

A member of staff against whom an allegation is made will not automatically be suspended. Suspension is not only a traumatic experience for the individual involved but also for their family and the whole staff. The decision to suspend and/or take disciplinary action is for the Head.

Suspension is only considered if:

- There is cause to suspect a child has suffered significant harm;
- The allegation warrants investigation by the police;
- The allegation is so serious that it might be grounds for dismissal.

Paid leave of absence, mutual agreement to refrain from work, alternative duties/locations or removal of direct contact with the pupil may also be used as an alternative to suspension. A risk assessment will be undertaken to determine whether the member of staff should be suspended, taking the context of the allegation into account. In the event of a member of the boarding staff being suspended, pending investigation of a safeguarding nature, arrangements will be made where necessary to provide alternative accommodation. The School will support staff by providing an opportunity for them to talk through their anxieties with an agreed person, and to seek further support as appropriate.

After the investigation

Subsequent action will depend on how the investigation unfolds, and the school will follow recommended procedures from the Local Safeguarding Children's Board (LSCB) or other agencies, depending on circumstances.

Where an allegation is found to be false the case may be referred to the LSCB to determine whether the child concerned is in need of services or may have been abused by someone else. The member of staff will be informed both orally and in writing that no further action is to be taken. They will also be offered support in the form of counselling.

A note of any action taken and decisions reached when allegations are substantiated will be held on the staff member's personnel file in school, and centrally by the LADO, and a copy provided for the person concerned. This is to enable accurate information to be given in response to any future request for a reference and clarification in cases where a future DBS search reveals information from the police about an allegation that did not result in a criminal conviction and help prevent unnecessary re-investigation. Records will be kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in an employer reference. Allegations found to be malicious will be removed from personnel records.

The Head will follow the procedures of investigation and liaison with other agencies as prescribed in the document 'Safeguarding Children and Safer Recruitment'³⁶.

In cases that meet the DBS criteria where "anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences and who has been removed from working in regulated activity or would have been removed had they not left", a referral to the DBS will be made within one month of a staff departing. This includes:

- staff leaving the school whose services are no longer required because they have been deemed unsuitable to work with children;
- ceasing to use a person's services includes:
 - dismissal or nonrenewal of a fixed term contract;
 - no longer engaging or refusing to engage a supply teacher provided by an agency
 - terminating the placement of a student teacher or another trainee
 - no longer using staff supplied by contractors
 - no longer using volunteers
 - resignation
 - voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

In cases where a teacher has left due to 'unacceptable professional conduct' the Head will, in line with KCSIE, consider making a referral to the Teacher Regulation Agency (TRA) for a possible prohibition order. Advice regarding whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher Misconduct: The Prohibition of Teachers'³⁷.

³⁶ <https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education>

³⁷ <https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

Appendix 5 – Whistleblowing Procedures

Terra Nova School supports a culture of safety and of raising concerns: the school values all its staff and encourages reflective practice. The following guidance is applicable to all adults working with children, in any capacity, at Terra Nova School (staff).

Introduction

All staff must acknowledge their individual, statutory responsibility to bring matters of concern to the attention of senior leaders and/or relevant agencies. Although this can be difficult, it is particularly important where children may be at risk. A person may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues, or that they may fear either harassment or victimisation. These feelings, however natural, must never result in a child continuing to be at risk. Remember: it is often the most vulnerable children who are targeted. The key point being:

Don't think what if I'm wrong – think what if I'm right.

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour:

- To prevent the problem worsening or widening;
- To protect or reduce risks to others;
- To prevent becoming implicated yourself.

What stops people from whistle blowing? A number of excuses are sometimes given but should not prevent disclosure, for example;

- Starting a chain of events which spirals;
- Disrupting the work of the setting;
- Fear of getting it wrong;
- Fear of repercussions or damaging careers;
- Fear of not being believed.

How to raise a concern

Concerns, suspicions or uneasiness should be raised as soon as possible. The earlier a concern is expressed, the easier and sooner action can be taken. It is important to pinpoint exactly what practice is causing the concern and why. ISI recommends that all allegations 'are to be reported straight away, normally to the Head, but if the designated person is identified to receive referrals ... the Head must be kept informed'.

At Terra Nova, staff should direct all concerns around the conduct of a member of staff to the Head. However, if the concern is about the Head, staff should contact the Chair of Governors. Where an allegation is made about the Head, the Head must not be informed of the allegation prior to contact with the Chair of Governors and LADO.

Staff should always ensure a satisfactory response and not to simply let matters rest. Ideally concerns should be put in writing, outlining the background and history, giving names, dates and places where possible.

Any person raising a concern will not be expected to be able to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

Outside Agencies

Staff are aware that there are other options if they don't want to report their concern to their employer; for example they can take legal advice from a lawyer, or tell a prescribed person or body. If they tell a prescribed

person or body, it must be one that deals with the issue they're raising, e.g. a disclosure about wrongdoing in a school can be made to Her Majesty's Chief Inspector of Education, Children's Services and Skills.

In addition, the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – the helpline is available from 08:00 to 20:00, Monday to Friday, or email: help@nspcc.org.uk

What happens next?

Any person raising a concern should:

- Expect to be given information on the nature and progress of any enquiries;
- Know that the school has a responsibility to protect them from harassment or victimisation;
- Know that all allegations will be investigated thoroughly;
- Understand that no action will be taken against them if the concern proves to be unfounded but was raised in good faith. However, malicious allegations may be considered a disciplinary offence.
-

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know is impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned.

Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from the Head, SLT or professional or trade unions.

“Absolutely, without fail, challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong”

Sounding the Alarm – Barnardos

Appendix 6 – Safer Recruitment of Staff

Terra Nova School has a Safer Recruitment policy: 'Recruitment, Selection and Disclosures Policy and Procedure'

The school pays full regard to DfE guidance Keeping Children Safe in Education and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

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

Appendix 7 – Understanding Abuse

This Appendix is an extract from [Keeping Children Safe in Education](#), paragraphs 24 to 28.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience 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. Children 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.

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 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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In many cases, children are subjected to a combination of types of abuse.

All Staff receive regular training, in line with KCSIE, regarding possible indicators of abuse, including domestic abuse. Due regard is given to statutory guidance ([Keeping Children Safe in Education](#)) and non-statutory guidance ([What to do if you're worried a child is being abused](#)).

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.³⁸

³⁸ Keeping Children Safe in Education, paragraph 17

Appendix 8 – Responding When Children Tell About Abuse

Staff should remember the '4 Rs' when dealing with a disclosure:

Receive

- Do not promise confidentiality; you may have a statutory duty to share what is disclosed
- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and 'take it seriously'.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Abuse that has occurred online or outside of school must not be downplayed and will be treated equally seriously
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)
 - Tell me what you mean by that?
 - Explain that to me
 - Describe that....

Reassure

- Stay calm, tell the child they've done the right thing in telling you
- Reassure them they are not to blame, that they are being taken seriously (regardless of how long it has taken them to come forward) and that they will be supported and kept safe
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- **Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay**
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

Things to include in record:

- Time and full date of disclosure/incident
- Time and full date the record was made
- An accurate record of what was said or seen, using the child's words
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- DO NOT photograph injuries or marks even if requested to do so

Records should be reviewed regularly and any new concerns should be added and responded to immediately.

Dealing with disclosures:

7 Golden rules for information sharing

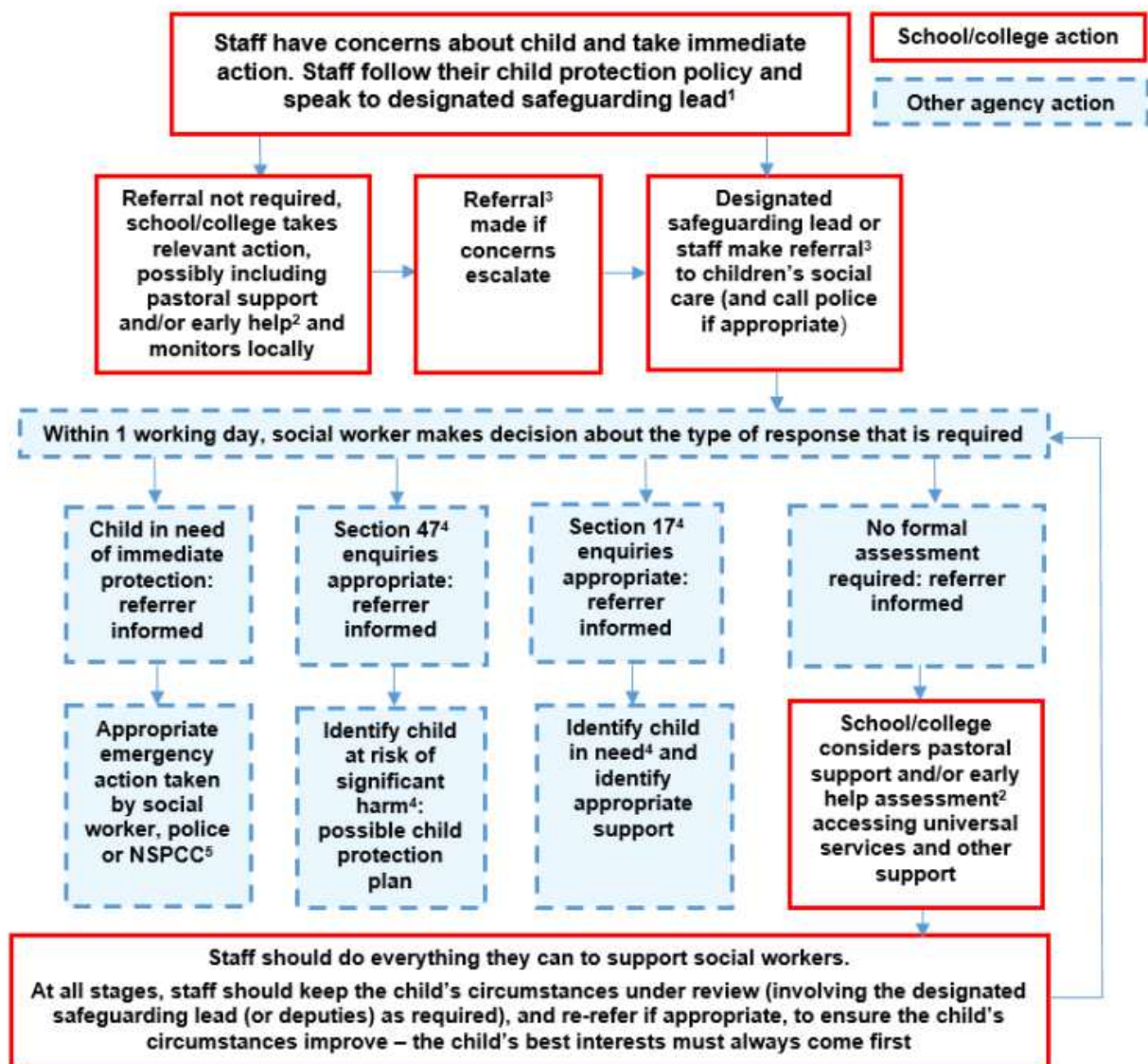
1. The Data Protection Act is not a barrier
2. Be open and honest
3. Seek advice
4. Share with consent where appropriate
5. Consider safety and wellbeing
6. Necessary, proportionate, relevant, accurate, timely and secure
7. Keep a record

“No inquiry into a child’s death or serious injury has ever questioned why information was sharedIt has always asked the opposite”

‘Making it Happen’ DfES 2006

The flowchart below provides further guidance and is drawn from KCSIE. It emphasises that staff should challenge and re-refer if they remain concerned about a child or things are not improving:

Actions where there are concerns about a child



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

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

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

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

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

Appendix 9 – Radicalisation and Extremism: Possible Indicators

The Policy gives regard to DfE guidance “[Managing risk of radicalisation in your education setting](#)”. There is no single route to radicalisation. However, there are some behavioural traits that could indicate that a learner is susceptible to radicalisation into terrorism. Radicalisation is not a linear process. Learners may express a combination of behaviours at different times. Designated safeguarding leads (DSLs) should consider an individual’s behaviour in the context of wider influencing factors and vulnerabilities.

The following are behavioural traits that could indicate possible radicalisation³⁹:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Report any concerns immediately to the Designated Safeguarding Lead.

The School is required to conduct a Risk Assessment for Radicalisation within the setting. The Terra Nova Prevent Radicalisation Risk Assessment can be found [linked here](#). The Risk Assessment identifies the national and local/contextual risk of radicalisation of children, and outlines appropriate risk mitigation strategies.

³⁹

https://educateagainsthate.com/radicalisation-and-extremism/?utm_source=KCSIE&utm_medium=GOVUK&utm_campaign=CED

Appendix 10 – Visiting Speakers

Staff at Terra Nova School should consider the following before engaging the services of an outside speaker:

- Has the school used the speaker before?
- Was the speaker recommended by an external individual?
- Has the speaker been seen before by a member of staff?

It is important to make every effort to ensure the suitability of the outside speaker, whether they are known, have been seen before, or are a recommendation.

The staff member organising the visiting speaker **must** complete a 'Visiting Speakers – Safeguarding Checklist' form and have this signed by the DSL before the visiting speaker can attend the school.

Whilst there is no current requirement for an outside speaker to undergo a DBS vetting check, as it is not classed as a regulated activity, a simple internet search on the individual (e.g. social media) may sometimes be more instructive than formal vetting checks and highlight contraindications as to the suitability of the person to visit the School. If the general search flags any concerns, for example it refers to allegations, or indicates a criminal record, it must be referred to the DSL. The school may conduct DBS checks or choose to request that an alternative speaker or organisation attend to speak to pupils.

Unless a member of Terra Nova Staff, or an employee of the wider Shrewsbury Global Family of Schools (and even in this case, best practice would dictate), the visitor policy must be employed when external speakers visit Terra Nova. As such, they must always be supervised by a member of staff when accessing the school site and/or interacting with pupils. The above procedure is utilised for visiting speakers whether they are invited by staff or pupils. Where pupils invite a visiting speaker, a member of staff acts as a liaison and a host, and is responsible for advising the Head or DSL of the requisite details.

Visiting speakers should never be left unsupervised with pupils.

The Prevent statutory guidance requires Schools to have clear protocols for ensuring that any visiting speakers who might fall within the scope of the prevent duty, whether invited by staff or pupils, are suitably and appropriately supervised.

Appendix 11 – Relationships and Sex Education

Our **Relationships & Sex Education (RSE) Policy** covers our approach to Relationships, Relationships and Sex, and Health Education, and is available on the school website, [linked here](#).

Appendix 12 – Low Level Concerns Policy

Our **Low Level Concerns Policy** covers the School's approach to situations where a concern is raised regarding the conduct of a member of staff that does not meet the harms threshold for referral to the LADO, is written with regards to the latest version of *Keeping Children Safe in Education*, and is available on the school website, [linked here](#).

Appendix 13 – Safeguarding and Child Protection: A Pocket Guide (guidance for visitors)

Example

If a child chooses to disclose information relating to their safety, you **SHOULD**:

- Be respectful, accessible and receptive - listen carefully and uncritically at the child's pace
- Take what is said seriously - reassure the child that they are right to tell
- Tell the child that you must pass this information on
- Make a careful record of what was said
- Tell the DSL (or Deputy DSL) ***without delay***

You should **NEVER**:

- Take photographs of injuries or examine marks/ injuries beyond giving first aid
- Investigate or probe by asking leading questions
- Jump to conclusions or react with shock, anger or horror
- Confront another person (adult or child) allegedly involved
- Offer opinions about what is being said or about people allegedly involved
- Ask a child to sign a written copy of the disclosure or a 'statement'



Safeguarding and Child Protection: **A Pocket Guide**

Welcome to Terra Nova School. We hope that you will enjoy your time here and join us in our vigilant awareness of the safety and wellbeing of our pupils. We recognise that **safeguarding is everyone's responsibility** and we value your engagement with the children in our care.

All visitors must sign in at reception. Please wear your staff, governor or visitor's badge at all times while on the school site and sign out with staff at reception. Please do not use your mobile phone at all in nursery or reception, or record or photograph any of the children, without the express permission of the Headteacher.