



Frodsham Primary Academy
Safeguarding & Child Protection Policy

Ratified: July 2022

Next Review Date: July 2023

Policy Responsibilities and Review

Policy type:	School
Guidance:	<ul style="list-style-type: none"> • KCSIE 2022 • Working Together to Safeguard Children July 2018 • What to do if you're worried a child is being abused (advice for practitioners) March 2016 • Information Sharing (advice for practitioners providing safeguarding services to children, young people, parents and carers) July 2018
Related policies:	<ul style="list-style-type: none"> • Safer Recruitment and Vetting Policy • Allegations of Abuse Policy • Whistleblowing Policy • Behaviour Policy • Data Protection (GDPR) Policy • Code of Conduct • Lettings policy
Review frequency:	Annually
Committee responsible:	If applicable
Chair signature:	
Changes in latest version:	September 2022 – KCSIE update

Who this document applies to:

This document applies to all children and young people under 18 at this setting.

Anyone coming into contact with our pupils or visiting our site must abide by this policy.

Everyone working at the setting as a member of staff or volunteer has a duty to safeguard and protect children and young people. They must read this policy as well as Keeping Children Safe in Education – Part 1 (or Annex A as appropriate), Part 5 and Annex B, and sign to say they understand them and agree to work to them.

Visitors to the setting such as contractors and visitors must read our safeguarding statement:

Keeping **children & young people** safe is our **top priority**.

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the Designated Safeguarding Lead or head teacher.

- Speak to Gemma Callaghan (Head of School) or Debbie Sutton who are the Designated Safeguarding Leads

If you are still worried or do not feel able to share your concern with us, you can:

- Cheshire West and Chester's Children's Services on [01606 275099](tel:01606275099)

"Safeguarding and the welfare of a child is everyone's responsibility.
Every student has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at the setting, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and setting leaders will respond if they are worried about a child.

Remember – it could happen here" *KCSIE*
2021

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1. Key Personnel

Gemma Callaghan and Debbie Sutton are the Designated Safeguarding Leads (DSLs). This means they have lead responsibility for the wellbeing and protection of all children at the setting, ensuring staff are recruited and trained safely, and monitoring the progress of any child needing additional care or protection. For more information see Appendix B.

Paula Warding is the Executive Headteacher and has overall responsibility for the setting, staff and pupils.

2. When we review this policy

This policy is reviewed annually and updated if required. This is so we can keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt and is available on our website. We have incorporated key changes in line with the latest government guidance, Keeping Children Safe in Education. A summary of the changes are available [here](#).

3. Hire or rent of setting premises

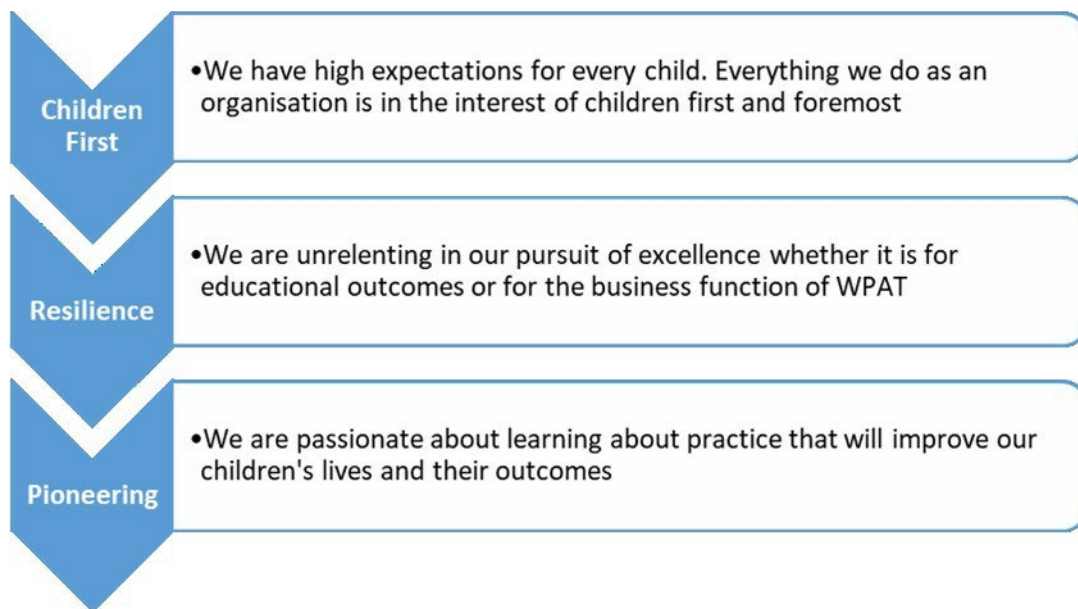
When we hire or rent the premises or facilities to other organisations, the governing body checks and ensure that appropriate safeguarding arrangements are in place and the organisation meets our requirements, relevant legal requirements and statutory guidance. This will be a requirement of any agreement between the setting and the other organisation.

4. Complaints

As well as talking to or emailing the staff above, children or parents can make a complaint about something they have seen at the setting. Please see our [complaints procedure](#) on our Trust website for more details.

5. Our values and guiding principles

1. We always act in the best interests of each pupil.
2. We listen to any communication from pupils, parents or carers and always take concerns seriously.
3. We acknowledge there are risks to the pupils in our care. Without proper care and vigilance abuse or neglect of pupils could happen at the setting. We talk about these risks with pupils, staff and parents/carers and together will plan carefully to keep them safe.
4. People must act if they are worried about a pupil and keep acting until they believe the pupil is safe.
5. We are open in our decisions and let parents and local authorities know about concerns.
6. We make it easy to raise a concern, and anyone raising concerns will be kept safe.
7. Through our wider curriculum and interventions we give children the tools to keep themselves safe.



6. Valuing diversity

We promote inclusive behaviours that empower children to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies to consider how hurtful behaviour or comments affect children and act accordingly. If staff or volunteers behave in a way that discriminates against particular groups, we will take action to rectify things and consider whether this is a breach of our Code of Conduct.

7. Mental health

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. It is part of the role of our staff to promote the welfare of pupils, mental as well as physical. Alice Pemberton is our Mental Health First Aider.

Our school will provide a safe environment which nurtures and encourages children's sense of self-worth and self-efficacy, reduces the threat of bullying and violence, and promotes positive behaviours.

All staff foster an ethos that promotes mutual respect, learning and successful relationships among children and staff. We strive to create a culture of inclusiveness and communication that ensures all children's concerns can be expressed and addressed.

Staff undertake training that reflects the needs of children which includes Mental Health First Aid training as well as Bereavement training.

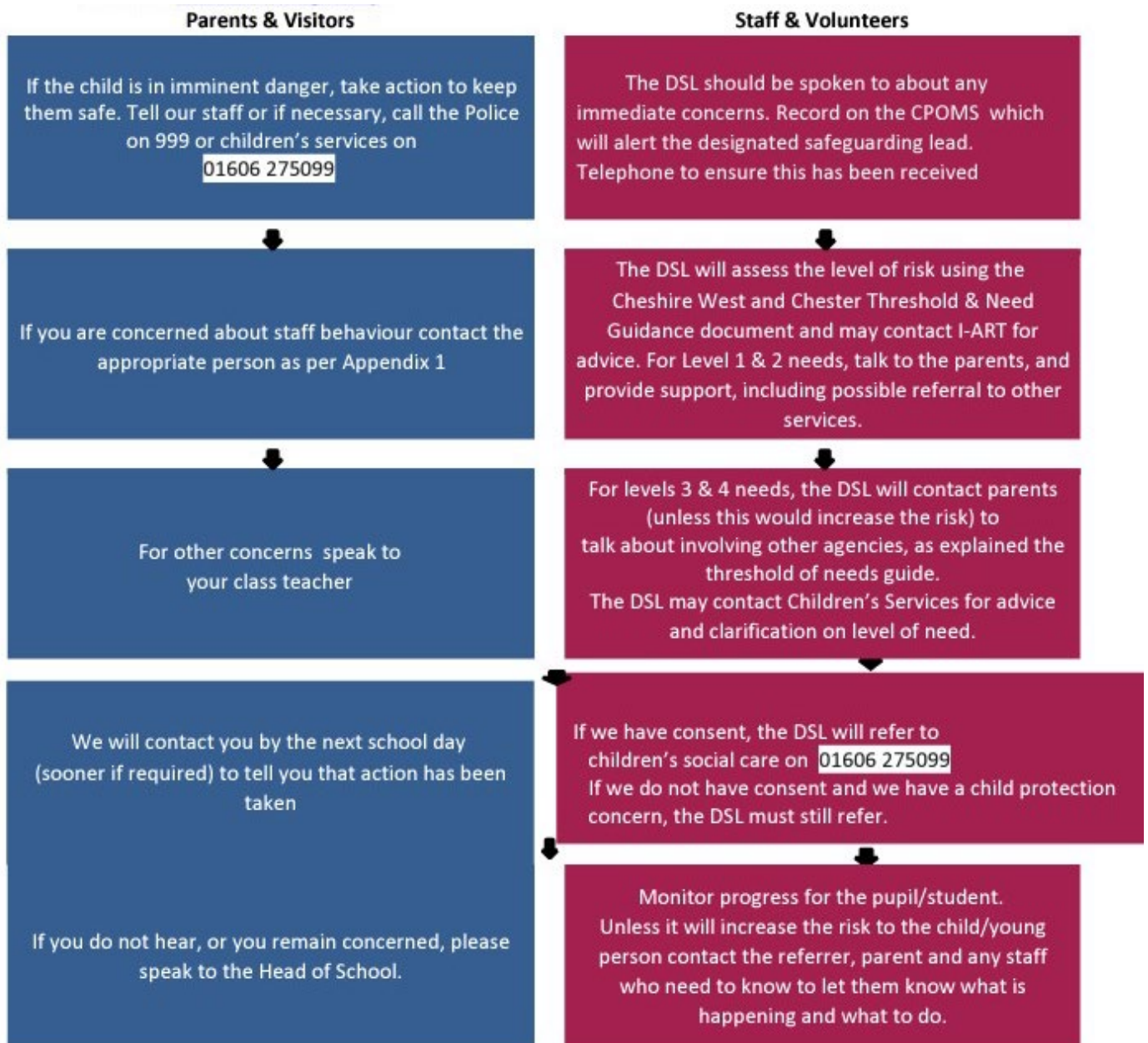
The school will work in partnership with parents, carers and other family members to promote children's social and emotional wellbeing. All children have access to pastoral care and support so that emotional, social and behavioural problems can be dealt with as soon as they occur. When issues

arise that need more support than the academy community can offer, parents and children are referred for additional help e.g. from, [CYMPHS](#)

8. What to do if you are worried about a pupil/student at the setting

All staff, volunteers & visitors have a duty to act to protect children. The following procedure will guide you through what to do in the event you have a concern.

If, after following the below procedure you still have a concern, please speak to Gemma Callaghan or follow our [Whistleblowing Policy](#).



9. The law

It's important every agency knows what to do if worried about a child. We follow the below national guidance so we are clear what to expect and can explain this to children and their families;

- Working together to safeguard children (a guide to inter-agency working to safeguard and promote the welfare of children) *July 2018*
- Keeping Children Safe in Education *2022*
- What to do if you're worried a child is being abused (advice for practitioners) *March 2016*
- Information Sharing (advice for practitioners providing safeguarding services to children, young people, parents and carers) *July 2018*

Where there are specific risks we will access other specific guidance – please see a full list in [Appendix B](#) of KCSIE 2022.

'Safeguarding & Promoting Welfare' of children is defined as:

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

Keeping Children Safe in Education

'Child Protection' are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm.

(s47, Children Act 1989)

10. Safeguarding in Cheshire West and Chester

We work within the [Cheshire West and Chester Safeguarding Partnership](#). This policy should be read in conjunction with Cheshire West and Chester Guidance for Education Settings on Cheshire West and [Chester Safeguarding Children Online Procedures](#).

Where there is a welfare or child protection concern about a child in our setting we will contact Cheshire West and Chester Children's Services by phone on 01606 275099 this will be followed up by a written referral.

The FGM mandatory reporting duty (Appendix A, specific issues (h)) is a legal duty requiring teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or

- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

11. Teaching about safeguarding

We work to facilitate a whole setting approach to safeguarding to listen to and empower pupils to keep themselves safe both on and offline. How we do this varies through the setting depending on the age and understanding of the pupil, worries and issues we come across and the views and values of the families and communities with whom we work.

The setting's curriculum statement is to create 'respectful citizens in a world of possibilities' which embodies this vision. Citizenship is about belonging in a community, looking after one another, respecting one another's rights and understanding one's own rights. Pupils are taught formally about the United Nations Convention on the Rights of the Child – their right to an education that helps them fulfil their potential, to protection from violence, abuse or neglect and to express their opinions and be listened to. This can occur in the classroom, or through modelling effective ways to resolve issues between children.

Children are taught what to do if they are worried about something for themselves or another child. They are encouraged to identify safe and important people in their immediate and surrounding family and friends, in the staff team here at the setting and about [Childline](#) and other organisations that are there to help children and young people in trouble. There are posters and other information about this in the setting.

12. Relationships Education

The academy follows the statutory guidance in teaching about relationships. We talk about healthy relationships, choices, our rights over our bodies, keeping safe and what to do when you are worried – there is more information in our relationships education policy. Where teaching may affect an individual child (such as where there has been a significant life event) there will be discussions between the parent, the DSL and the relevant teacher to ensure the teaching is most supportive of the pupil.

13. Online safety

The online world is very present in our pupil's lives and in line with [government guidance](#) we teach about the benefits (and risks) of technology and the internet, This includes how to evaluate what children see online, recognising techniques used for persuasion (from advertising to bullying), acceptable and unacceptable online behaviour, identifying online risks and how and when to seek support.

14. Early Help

Providing early help is more effective in promoting the welfare of children and young people than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Any child may benefit from early help; however, staff should be particularly alert to a child who:

- Has special educational needs, is disabled or has certain health conditions
- Has a mental health need
- Is a young carer
- Risks being drawn into gang involvement, anti-social or criminal behaviour
- Is frequently missing/goes missing from education, home or care
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in family circumstances such as drug/alcohol misuse, adult mental health issues and domestic abuse, and/or 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 privately fostered

Staff should discuss their concerns with the Designated Safeguarding Lead or deputy who will consider the need for an Early Help Assessment and will work with the family to identify their needs and the services best placed to address those needs.

15. Identifying abuse & neglect

Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Children may be abused in a family, an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child/young person or children/young people. Sometimes they tell us about abuse. More often they don't.

In our local area children and young people face risks of substance misuse, domestic violence, radicalisation and county lines, gangs and serious violence, and violence against women and girls every day. Some may be at risk of female genital mutilation. We focus on these areas within staff training and where appropriate school life and our curriculum, we take action where we have concerns, and we work so that children over time develop skills themselves in recognising risks and keeping themselves and others safe.

We also have a proactive safer recruitment policy, safeguarding training and where physical contact is necessary it is identified in the code of conduct, intimate care and physical restraint policy training for all staff. We also work with children to ensure they develop positive, enjoyable, and respectful relationships as they grow up, including relationships education, choices, and health.

Where there are serious concerns, we always involve others such as parents, carers health staff, police or social workers.

There are four categories of abuse defined in Working Together and accompanying indicators which, if observed should trigger you to carefully consider whether what you are seeing could be

as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns.

Physical abuse	Sexual abuse	Emotional abuse	Neglect
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Staff must be familiar with each form of abuse and what to look for. These are listed in [Appendix A of KCSIE 2022](#).

Children and young people are abused or neglected in a range of situations. There is specific guidance about the following situations, also in Appendix A:

- Domestic Abuse
- Abuse and neglect
- Physical intervention and restraint
- Bullying
- Children/young people with sexually harmful behaviour
- Child-on-child abuse
- Racist & other hate incidents
- Forced Marriages & Honour Based Abuse
- Female Genital Mutilation
- Child Criminal Exploitation
- Anti-social & gang related activity
- Serious Violence & Knife crime
- Children in Court
- Family in Prison
- Homelessness & poverty
- Child Sexual Exploitation
- Substance Misuse
- County Lines
- Trafficking
- Radicalisation & Extremism
- Online or internet use
- Photography & images
- Private Fostering
- Body Image and Confidence
- Young carers
- Children going missing
- Modern slavery
- Children who previously had a social worker

16. Online behaviour

The setting is clear that expectations about behaviour online are the same as expectations about behaviour offline. We provide advice and guidance around

online content, contact and conduct to staff, students, and their parents, together with how to keep safe and sources of support.

We personalise our expectations and practices for our more vulnerable pupils, victims of abuse and children with special educational needs or disabilities. More information can be found in our [E-Safety Policy](#).

17. If children raise a concern

Always take a child seriously, listen carefully and report this to the DSL. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or 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 DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

DO...

- Listen and accept, trying not to interrupt
- Reassure them it was the right thing to tell you
- Explain what you are going to do next
- Make accurate notes using all the child/young person's words as soon as possible
- Inform the safeguarding team

DON'T...

- Promise confidentiality
- Investigate
- Use leading questions
- Ask the child to repeat the disclosure
- Judge or make assumptions

18. How to respond to a child's concern

Parents & children:

If you have a concern about your child or another child at the setting, please contact our Designated Safeguarding Lead. We will listen to your concerns, take these seriously and ensure you receive a response. You can contact Gemma Callaghan on 01928 249840 If you are still not satisfied you can contact the Executive Headteacher, Paula Warding on 01928 249840 or the Cheshire West and Chester Integrated Access and Referral Team (iART) on 0300 123 7047 or if necessary. Ofsted (0300 123 4666).

Setting staff & volunteers:

Every member of staff has a duty to act to keep children safe. Failure to act on a concern could lead to disciplinary action.

Concerns about and/or disclosures by children should be taken to Gemma Callaghan or Debbie Sutton Designated Safeguarding Leads. They will ensure the concern is explored and must let you know what happens as far as is possible.

Concerns about the behaviour of staff must be taken directly to the Head of School. If the concern is about the Head of School, the Chair of Governors should be contacted on 01928 249840 or the Local Authority Designated Officer (LADO) on **0151 337 4570**.

If you are still concerned after taking a concern to the DSL/Head of School, you must escalate the matter to the CEO of the Trust. If your concern still remains please contact Children's Social Care on telephone number 03001237047

19. How do I tell if a young person is at risk of abuse or neglect?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk more with the safeguarding team about the risk or to involve other agencies. Use the definitions of abuse or neglect detailed in [Appendix A of the KCSIE 2022](#).

Where there are concerns for the wellbeing of a child that do not meet the threshold for abuse or neglect, the setting will use an Early Help Assessment form to record such concerns.

Children with special educational needs and disabilities

There are additional safeguarding challenges for children with special educational needs (SEN) and/or disabilities, including:

- That behaviour, mood and injury may relate to possible abuse and not just a SEN or a disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

Sometimes, a child's SEN or disability needs are seen first, and the potential for abuse second. If pupils are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Pupils with SEN and/or disabilities have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Staff are encouraged to make sure that children with SEN and disabilities have a greater availability of mentoring and support.

Our setting's [Behaviour policy](#) provides detail around the 'use of reasonable force' and how this is only used as a last resort for managing incidents of very challenging behaviour. This is in line with national guidelines and takes into account individual pupil needs and risk management/care plans and in particular with regard to SEND.

Remember, every piece of information shared may be important

20. Information Sharing

"Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect"
(Information sharing advice for practitioners)

Sharing information internally:

Legally, we must share information within the setting on a 'need to know basis, so that everyone who needs to know information to keep children safe and help them develop does know.

When we are worried about a child it is essential that we record the concern and inform the Designated Safeguarding Lead promptly.

Some information within the setting will be further restricted, for example:

- Where there is an allegation about a member of staff the Head of School will decide who will lead on the concern and contact other agencies
- Where the detail of information is particularly sensitive this can be restricted further, for example the details of sexual abuse or a young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern

Sharing information with other agencies:

Where a significant issue arises the Designated Safeguarding Lead will ensure the parent is contacted within 24 hours, or immediately if required (unless doing so will put a child or adult at risk of harm).

We follow the 7 Golden Rules from [Information sharing advice for practitioners](#):

1. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. We will be open and honest with individuals (and/or family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice from other practitioners (e.g. i-ART), or our governance lead, if in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. We share information with informed consent where appropriate and, if possible, respect the

wishes of those who do not consent to share confidential information. We still share information without consent if, in our judgement, there is a lawful basis to do so, e.g. where safety may be at risk. We base judgements on the facts of the case. We are clear why we share or request personal information from someone. We remain mindful that individuals might not expect information to be shared, even with consent.

5. We consider safety and well-being and base our information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: We ensure information we share is necessary for the purpose for which we are sharing it, is shared only with individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. We keep records of our decision to share (or not to share) and the reasons for it. We record what we have shared, with whom and for what purpose.

21. Children's social care

We ask parents to let us know if their child has ever had a social worker and this information is also shared routinely with us by local authorities. This allows us to put in extra support to give them the best chances of success and to take earlier action if we are worried about a pupil/student's progress, behaviour or if they go missing.

22. Contacting the Police

We share information with the Police if we suspect abuse or neglect in line with the Cheshire West and Chester's Safeguarding Partnerships Child Protection procedures. We will consider contacting the Police if we suspect a crime has been committed in line with the [National Police Chiefs Council guidance](#).

23. What to do if you're still worried

The setting has an [internal escalation process](#), and links with the [Cheshire West and Chester Safeguarding Partnerships Child Protection Procedures](#) professional conflict resolution policy.

Every member of staff must follow this process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed, and a particular person is unavailable you may move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We always listen to concerns raised by children, families, staff, visitors, or other organisations. The whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly.

The prescribed organisation for safeguarding children whistleblowing is the NSPCC:

0800 028 0285 or help@nspcc.org.uk

24. Safer Recruitment

We do our best to ensure we employ 'safe staff' by following the guidance given by Cheshire West and Chester on Safer Recruitment and our individual procedures. Those involved in recruitment and employment of staff have received safer recruitment training in line with DfE guidance, Keeping Children Safe in Education.

Safer recruitment means that all applicants will:

- a) Understand their duties to safeguard children and young people from the outset through the advertisement and in their job description.
- b) Complete and sign an application form which includes a full education, qualification and employment history (with explanations for any gaps).
- c) Provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with children and young people (the last childcare employer if they have one) and one who is a senior person with appropriate authority in their current employment.
- d) Provide evidence of identity and qualifications (including birth certificate, where available).
- e) Be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, including s128 checks.
- f) Have their mental and physical fitness to carry out their work responsibilities verified
- g) Provide evidence of their right to work in the UK.
- h) Be interviewed by a panel of at least two people testing skills and abilities with value based questions against the job description. At least one member of the panel will have completed safer recruitment training.

We also ensure that recruitment documentation will state its commitment to safeguard children and young people. All new members of staff will undergo face to face induction training within two weeks which includes familiarisation with our safeguarding policies and procedures and support to identify their child protection training needs.

All staff will sign to confirm that they have read and understood the safeguarding policies and procedures and will attend relevant training.

Agency

If ever used, we would obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with children at the setting will be assessed based on the children needs.

We maintain records of recruitment checks undertaken and the appointing manager signs to evidence they have checked this documentation and the overall record is signed by the Designated Safeguarding Lead and safeguarding governor termly.

25. Supporting staff at the setting

Code of conduct

We have published a code of conduct which sets out expectations of staff around appropriate

boundaries and staff keeping themselves safe – staff sign to say they have read and understood this document.

Emotional support

Having to deal with a situation where a child has experienced harm can be stressful and upsetting. We will support staff in a variety of ways, including debriefs with their line manager and/or the Designated Safeguarding Lead as appropriate. Where necessary confidential counselling services and additional resources will be sought.

Supervision

Welfare staff involved in working directly with children or young people, or supervising staff who do, will receive regular supervision. This supervision will be delivered in line with the MAT programme and will provide a space for the staff member to:

- Reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required
- Talk about issues which they are facing in the work environment, including thoughts that they have in terms of developing the service that is provided to the children and
- Discuss the emotional impact of the role as well as any other issues that they consider relevant

26. Covid 19 arrangements

Our priority is to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

Despite Covid-19, the setting's child protection policy is fundamentally the same; children and young people always come first, and staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedures.

The current setting position

The academy has created 'outbreak plans' to cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Given the impact the pandemic has had on education, any measures taken would be a last resort and kept to the shortest period possible. Attendance is still vital and mandatory for all pupils of compulsory school age, and it is a priority to ensure that our pupils do attend the setting regularly. Where there is a need for [remote education](#), we will endeavour to provide high quality education and support for all pupils and will ensure effective safeguards are in place for remote learning in line with [UK Safer Internet Centre](#) and [safer working practice](#) guidance. Staff will be aware of the signs and indicators of [cyberbullying](#) and [other risks online](#) and will implement the [20 safeguarding considerations for livestreaming](#) where necessary. Parents and carers will receive information about keeping their children safe online. We will set out the academy's approach, including the sites children will be asked to access and who from the setting (if anyone) their child is going to be interacting with online. Children accessing remote learning will receive guidance on keeping safe online and how to raise concerns with the setting, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#). Our governance body will [review arrangements](#) to ensure they remain appropriate.

Identifying vulnerability: We acknowledge that the pressures on children and young people, their families and staff if an outbreak occurs are significant. There will be heightened awareness of family pressures particularly if parents/carers are also working from home. Staff will be mindful of the mental health of both pupils and their parents and carers, involving the DSL about any concerns. We recognise the additional potential for peer-on-peer abuse during setting closures. We have put into place specific arrangements for the following groups, should an outbreak occur:

High priority: Looked after and previously looked after children, children subject to a child protection plan, children who have, or have previously had a social worker, and children with an EHCP - We will expect these children will continue to attend during any time when other children are learning remotely. Where this is not possible an individual plan will be drawn up taking into account the specific risks for each child.

Medium priority:

In consultation with all staff any other children who do not fit the high priority criteria, however are still deemed vulnerable will be offered a place. If parents choose to opt out then an individual plan will be drawn up taking into account the specific risks for each child.

Other children: The class teacher will review this ongoing and if the vulnerability of a child changes they may make a recommendation to the head teacher that they are given medium or high priority.

27. Concerns and allegations about staff

Staff should take care not to place themselves in a vulnerable position with a child. While staff are friendly with children, they do not become friends. No staff member will share their personal details with children, have on-going contact or relationships with children outside of the setting (including social networking) and accept or give significant gifts. Staff must adhere to the risk assessment for lone working which is incorporated in our Health & Safety policy. Any member of staff who is unsure should seek advice from their line manager. All staff understand that a child may make an allegation against a member of staff. Any such concern will be reported directly to the head teacher, unless it is about the head teacher, in which case it will be reported directly to the chair of the local governing committee. Members of staff must advise the head teacher immediately if it is alleged current staff (including volunteers) may have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Behaved in a way that the child feels humiliated
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

If the allegation concerns the Head of School staff will immediately inform the Chair of Governors without notifying the Head of School first. The chair of governors (or a designate) will follow the Allegations of Abuse Policy and where appropriate discuss the content of the allegation with

Cheshire West and Chester LADO (designated officer for the management and oversight of allegations) on telephone number **0151 337 4570** and follow their procedures for managing allegations and safeguarding concerns about staff. We will [make a barring referral to the DBS](#) should an allegation made against a member of staff be upheld. Allegations about prior members of staff or historic allegations will be referred to the police.

28. Low Level Concerns

Staff, including volunteers and agency staff, will report to the head teacher any concern about other adults working with children, no matter how small they seem. The term low level concern does not mean it is insignificant, it means that the behaviour towards a child does not meet the allegations threshold of harm or is not serious enough to consider a referral to the LADO. It could amount to inappropriate behaviour such as being over friendly with children, having favourites, taking photographs of children on their mobile phone, engaging with a child on a one-to-one basis behind a closed door or secluded area or using sexualised, intimidating or offensive language. Staff are clear about what appropriate behaviour looks like and are trained to help to identify any weakness in the setting's safeguarding system. The head teacher will consider whether a low-level concern is in fact an allegation. If there is doubt the LADO should be advised **immediately**.

29. Whistleblowing

We promote good practice and professional conduct through the organisation. Staff must be committed to providing a high standard of service and understand that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff will follow our [whistle blowing policy](#). As necessary, they should speak to the Designated Safeguarding Lead, Senior Leadership Team or the Cheshire West and Chester local authority designated officer.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms. Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers
- d) Anything which is not in the best interest of the young person or the organisation
- e) Anything which is illegal or unacceptable behaviour

If you think that your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly, then the prescribed organisation for safeguarding children whistleblowing is the NSPCC: 0800 028 0285 or help@nspcc.org.uk.

30. Staff Training

This strategy has been devised drawing on requirements in DfE guidance, Keeping Children Safe in Education.

Principles

The Designated Safeguarding Lead will ensure all staff and volunteers have safeguarding children training relevant to their role. We see safeguarding training as an on-going process and the Safeguarding Team will ensure there are safeguarding and child protection updates and reminders at least once a term.

Job Roles at the setting

We have aligned all job roles at the setting depending on role and contact with our children. Each role has specific training requirements.

Requirements for staff undertaking supervision, interview panels and other particular roles are also taken into account.

New staff

As part of induction process the school Business Manager will send the appointment letter to new staff with links to Part I or Annex A (as appropriate), and Annex B of the current [Keeping Children Safe in Education](#) with a requirement this is read and understood before they start work. Before the first day of working with children, the Designated Safeguarding Lead will:

- Talk with them about Keeping Children Safe in Education with opportunity for questions
- Introduce them to the setting's Safeguarding and Child Protection Policy and pathways for raising concern and
- Ensure they know what to do if worried about a child or young person

At the probationary review new staff will be explicitly asked about any concerns they have for children at the setting and any other safeguarding issues they have identified.

Agency staff

Agency staff working at the setting for a month or more will be required to meet the same standards as permanent staff.

Agency staff working for less than one month must read Part I or Annex A (as appropriate) of the current [Keeping Children Safe in Education](#). Their agency must provide written assurance the member of staff has safeguarding children training to the appropriate level for the role in the relevant time period.

Appendix 1

If you have concerns about a member of staff please contact the

Head of School Gemma Callaghan

Email:

Frodsham.head@wpat.uk

Telephone Number: 01928

249840

If your concern relates to the Head of School, please contact the

Chair of Governors: Juliet Brown

Email: frodsham.chair@wpat.uk

If your concern relates to the Chair of Governors, please contact the

Trust CEO: Louise Smith

Email: ceo@wpat.uk

Telephone Number: 01925 202256

If your concern relates to the Trust CEO, please contact the Chair of Directors

& Trustees: Chris Forrest

Email: cforrest@wpat.uk