



Alsager School

An Achieving School - A Caring Community

CHILD PROTECTION AND SAFEGUARDING POLICY

Prepared in December 2018
by Ellen Walton, Deputy Headteacher and
Designated Safeguarding Lead

Presented to
the Governing Body of Alsager School
at the Curriculum & Personnel Meeting
on 16 January 2019
and subsequently approved and adopted on the same date

Chair of Curriculum & Personnel Committee: Mrs Joyce Halsall

Signature: _____

Date: _____

To be reviewed in the light of operating experience or/and
changes in legislation.

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This Policy has been taken from the Cheshire East Model Policy on Child Protection and Safeguarding Children.

We maintain an attitude of 'it could happen here' where Safeguarding is concerned.

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'

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This means that the staff at Alsager school will advocate for the child at all times even in the face of potential challenge from parents/ carers or by using Escalation Policies with other professionals.

"A good child protection system should be concerned with a child's journey through the system from need, to receiving help, keeping a clear focus on children's best interests throughout.

Page 12 Munro Review of Child Protection Report; the child's journey – Professor Eileen Munro 2010

Safeguarding and Child Protection Definitions

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

Child Protection: refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children: refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

The Purpose of the Policy

- To inform staff; parents; volunteers and Governors about the school's responsibility for safeguarding children
- To enable everyone to have a clear understanding of how these responsibilities should be carried out and ensure consistent practice.
- To establish and maintain an environment where children feel safe and secure; can learn; are listened to and are encouraged to talk.
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children

Definition

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

- Protecting children from maltreatment;
- Preventing impairment of children's 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 includes everyone under the age of 19**

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

Alsager School is committed to providing a caring, friendly and safe environment for every member of the school community. The school community is made up of students, parents/guardians/carers, governors and all staff. Every member of this community has the right to feel secure, equally valued and respected.

Leadership and Management

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

Safeguarding and Child Protection Leads

Designated Safeguarding Lead is Ellen Walton, Deputy Headteacher

Deputy Leads

| | |
|---------------|-------------------------|
| Gill Potts | Head of Lovell College |
| Stewart Clegg | Head of Royce College |
| Caryn Rawlins | Head of Dod College |
| Jenny Broad | Head of Moreton College |
| Helen Barton | Sixth Form College |
| Clare Pass | Sixth Form College |

The Safeguarding Governor is Lindsay Purcell

The named personnel with designated responsibility regarding allegations against staff/ those working in the school

Richard Middlebrook Executive Headteacher

Lindsay Purcell (in the event of an allegation against the headteacher) - Chair of Governors

The named person with designated responsibility regarding Cared for Children is:

Caryn Rawlins, Head of College

Ellen Walton as Deputy

These staff form the School's Safeguarding Team and are charged with the oversight of the effectiveness of the policy which will be reviewed through the SLT and the governors annually.

All staff and governors are aware they can seek support from all of the above team. The size of the team means that there will always be a Safeguarding Lead in school.

Training

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “

Lord Laming 2009

In Alsager school there is a commitment to the continuous development of all staff, regardless of role with regard to Safeguarding training.

All frontline staff in Education should be aware of the signs and symptoms of abuse and know how to respond appropriately to these concerns. All Alsager staff received Basic Awareness training (LSCB endorsed) in light of the updated Keeping Children in Education Guidance in September 2018 from the SCIES team (Safeguarding Children in Education Team). All staff have read, been trained on and signed that they understand the Keeping Children Safe in Education Statutory Guidance September 2018.

Everyone has a duty to make a brief, accurate record of the concerns and to discuss these without delay with the relevant Head of College or with the Safeguarding Lead. Alsager School continues to use the Cheshire East paperwork for this. Hardcopies of the paperwork in light of a concern or disclosure can be found both in the staff room and in the Safeguarding area of Sharepoint.

All staff need to attend safeguarding training accredited by the Local Safeguarding Child Board every 3 years - which will give them Level 1 Accreditation. This last took place in September 2018. All staff new to the school will receive training from the Safeguarding Lead as part of their induction package and complete an 'In-house' assessment. All staff receive annual refresher training.

Staff will also complete the online Channel training with their certificates stored.

The Safeguarding Leads The Designated Lead (Ellen Walton) and the Deputies (Heads of College and Helen Barton and Clare Pass within the Sixth Form) attend LSCB multi agency Safeguarding and Child protection training on an annual basis. They are therefore level 3 trained.

The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Leads Meetings held each term coordinated by the SCIES Team (LSCB endorsed), therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging with Cheshire East. The Leads regularly liaise with SCIES for supervision on cases.

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The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gaps.

Governors

Most **Governors** will attend safeguarding training accredited by the Local Safeguarding Child Board internal training every three years.

All Governors will receive internal training and annual updates from the Designated Safeguarding Lead.

All Governors will participate in Channel Training provided online by the College of Policing.

Student Voice and Safeguarding

“Every child should be listened to, no matter how difficult they are to talk to” Laming Report 2009

Alsager School acknowledges that empowering young people to talk to adults that they trust and ensuring that these adults respond appropriately is the most effective way of keeping children safe from abuse. Alsager School has developed strategies to ensure that its pupils have a range of adults with whom to share their concerns;-

Form Tutor and Partnership tutoring, 4 full time none teaching Heads of College, School Nurse, Post 16 Student Services Manager supported by Mrs Pass, SHARPS- an online reporting tool and through discussions in SPIRIT.

Student Voice plays an integral part in reviewing Safeguarding policies and procedures. Our Diana Award trained ‘Anti-Bullying Ambassadors’, our CEOP trained e-safety champions and our Well-Being Ambassadors have a strategic role in leading Safeguarding amongst the student body. The Sixth Form Leadership team has weekly contact with all student councils and undertakes a range of student questionnaires. Our School Council also act as Safeguarding ambassadors discussing key issues with the Designated Safeguarding Lead termly.

Record Keeping procedure

- If a child discloses any information to a member of staff they should follow the 'School Safeguarding Flow Chart' for reporting and recording safeguarding information. This can also be found on Sharepoint within the policy and displayed around the school. (**Annex 1**). Our recording procedures are in line with those outlined in Cheshire East's 'Recording and Reporting Guidance 2018'.
- 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 as soon as possible following the disclosure/concern being raised; this must be on the same working day.
- Staff must be mindful that students may disclose when approaching a school holiday. Reporting needs to be swift so that actions can be taken to Safeguard.
- Any member of staff who has concerns about the welfare of a child must share this information, with minimum delay, to the respective Safeguarding Lead who will always liaise with the Designated Safeguarding Lead.
- Staff must make a brief accurate record of these concerns using the agreed proforma (stored on Sharepoint), recording any allegations that the child makes ***in the child's own words*** if possible.
- The DSL will need to make a professional judgement about what action needs to be taken, in accordance with Cheshire East's child protection procedures. Decisions taken should be clearly recorded.
- We recognise that parents may hold key information about incidents/allegations therefore, **in the majority of situations; the Designated Safeguarding Lead or Deputy Safeguarding Lead will speak to the parents.** Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.
- 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/carers.
- Heads of College/Post 16 team will open, update and maintain record keeping files in line with **Cheshire East LSCB guidance: 'Guidance on Safeguarding /Child Protection Records for Educational Settings'**. Training on this was received on the 10th June 2015 from the SCIES team and updated paperwork from September 2018 has been used. This procedure is discussed and audited by the Safeguarding Lead *liaising with the College Officer Administrator who has received SCIES Record Keeping Training 2017.*

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- These records must be stored securely by the Heads of College and the information shared with staff only on a “need to know basis”. This is in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) May 2018.
- A Safeguarding record must be transferred to the Safeguarding Lead of the admitting school should the child change schools. Where students have not gone to another Educational Setting, Safeguarding files should be kept indefinitely.
- The Safeguarding Governor will meet regularly with the DSL to review practice and monitor.

Confidentiality

All matters relating to child protection are confidential

- The Safeguarding Lead, alongside Heads of College, will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. This includes neighbouring Local Authorities as we have students from Cheshire East, Staffordshire and Stoke-On-Trent.
- All staff must be aware that they cannot make a promise to a child to keep secrets informing students from the onset of any conversation.

Referral

The designated Heads of College or Safeguarding Lead should assess all information available to the school about a child and refer to the Cheshire East Consultation service for a Cheshire Child or First Response for a Staffordshire child.

Contact Numbers

| | |
|--|----------------------------|
| Cheshire East Consultation Service <i>(Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm)</i> | Tel No: 0300 123 5012 |
| Emergency – out of hours | Tel No: 0300 123 5022 |
| Staffordshire County Council – Child Protection (First Response Team) | Tel No: 0800 1313 126 |
| Emergency Out of Hours: | Tel: 0345 604 2886 |
| Allegation against an adult working with children Local Authority Designated Officer (LADO) | 01270 685904/ 01606 288931 |

What is abuse?

'Early identification and provision of help is in the child's best interest and results – services which deliver and support families are vital in supporting Children's wellbeing'.

Munro 2010

There are four key categories of abuse:

1. Neglect
2. Emotional
3. Physical
4. Sexual

These are explained to staff during training, in addition to the signs and symptoms they should look for.

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 (e.g. via the internet). They may be abused by an adult or adults or another child or children".

Staff are supported by the Designated Lead in accessing and completing the relevant screening tools.

As a listening school, staff would pick up on these issues and would know how to identify and respond to:

Neglect

Drug/substance/alcohol misuse (both pupil and parent)

Child sexual exploitation / trafficked children

Extremism and Radicalisation

Children missing education

Domestic abuse

Peer relationship abuse

Risky behaviours

Sexual health needs

Obesity/malnutrition

On line grooming

Inappropriate behaviour of staff towards children

Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.

Self Harm

Female Genital Mutilation: Teachers in our school are aware of their responsibilities 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”.

Unaccompanied asylum seeking children

Child Trafficking

Modern Day Slavery

Forced Marriage

Honour Based Violence including Breast ironing.

Support for Vulnerable pupils

Alsager School believes that it has an important role in mitigating against the harm that children can experience because of exposure to forms of abuse.

As part of Alsager Community Trust we liaise closely with our feeder Primary schools to identify those students who are at risk.

Form Tutors and Heads of College closely monitor students and intervene to support where necessary.

We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by contributing to the CAF process, attending Child Protection Conferences, Core Groups and Child Care meetings.

Alsager School will undertake to regularly review the emotional wellbeing of its pupils.

Heads of College working with Form Tutors and the Attendance Officer will identify trends in achievement and attainment to highlight the possibility of issues that may need to be investigated.

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aid our awareness we ensure that we establish parental responsibility for each and every child; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Contextual Safeguarding

School recognizes Contextual Safeguarding for all its students but is aware of its particular importance for vulnerable students.

Alsager School is aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or sixth form and/or can occur between children outside the school or sixth form. Staff consider the context within which such incidents and/or behaviours occur outside of school. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that Alsager school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

'Young people's experiences of extra-familial abuse can undermine parent-child relationships.'

University of Bedfordshire

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 disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; 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. Our Designated Safeguarding Leads meet fortnightly with the SENDCO to ensure that information/concerns are freely shared about our SEND students.

E-Safety

Alsager School acknowledge that new technologies while enhancing learning opportunities can provide ways of exposing young people to potentially harmful experiences. This school has an acceptable user policy and all staff must take such abuse seriously. Please read this guidance in conjunction with our E-Safety policy.

Students receive information on E-Safety through lessons (IT) and PSHE (SPIRIT). The subject is also covered in assemblies and the School Police Liaison Officer is used to deliver material. CEOP material is also delivered from Heads of College. We also have specially CEOP trained e-safety ambassadors who lead on promoting e-safety with their peers. Our Designated Safeguarding Lead and one of the Deputy Safeguarding Leads were CEOP trained in 2017.

Parents/carers E-safety information sessions are also built into parent conferences and meetings during the school year.

During the school day of 8.40am-3.10pm we are a no mobile phone site to Safeguard all of our students and staff. Should parents need to contact their child, they can do so via the main switchboard 01270 871100.

Domestic Abuse

“The effect of domestic violence on children is such that it must be considered as abuse”

Safeguarding Children and Safer Recruitment in Education 2007

■ **Statistics confirm the strong link between domestic abuse and Child Abuse**

Students - All staff must take any incidents of domestic abuse seriously and take a proactive role in ensuring the safety of those impacted including contributing to the MARAC process and referring pupils for additional support.

Staff – Information is posted around the school to assist staff in contacting specific agencies if they themselves are experiencing any type of Domestic Abuse.

Parents- All parents are communicated with at the start of the year about ‘Operation Encompass’ and also sign posted to external support that they can access.

Peer on Peer Abuse

We know that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less seriously than adult abuse; we ensure that we apply the same thresholds. Where appropriate we will liaise with external agencies such as Social Care, the police etc to support victims of ‘Peer on Peer Abuse’.

Bullying

We have a robust policy linked to anti-bullying that is led by our Heads of College, Designated Safeguarding Leads and our Diana Award trained Anti-bullying ambassadors. Our pledge wall represents the collaborative approach of our school community and our commitment to ‘all different, all equal’. Students over the last two academic year have focused their pledges against racist and homophobic language.

This policy must be read in conjunction with other pupil welfare policies eg ***Bullying Prevention policy***.

Child Sexual & Criminal Exploitation

All Heads of College and the Designated Safeguarding Lead have been trained on Child Sexual Exploitation by Catch 22.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation February 2017

All staff are alert to possible indicators and will raise concerns as appropriate. The Safeguarding team are aware of the pan-Cheshire CSE policy and know how to use the Child Sexual Exploitation Risk Assessment tool to focus on the specific indicators of sexual exploitation and determine whether further investigations are needed including referrals to CHECS and Catch 22.

Whole staff training is delivered on understanding Child Sexual Exploitation and its symptoms. The SPIRIT Curriculum is used to deliver awareness and understanding to students on Child Sexual Exploitation.

“Children with learning disabilities are more vulnerable to Child Sexual Exploitation (CSE) than other children, facing additional barriers to their protection and to receiving support”

‘Unprotected, Overprotected: meeting the needs of young people with learning disabilities who experience, or are at risk of sexual exploitation’, 2015
http://www.barnardos.org.uk/cse_ld_practice_guide.pdf

Additional training for the Learning Support Team has been provided to better support our SEND students in a more tailored and bespoke way to meet their needs. As part of the annual update, all staff are well of the additional vulnerabilities of SEND students with regards to Safeguarding.

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Staff are also aware of Child Criminal Exploitation and all Safeguarding Leads know how to use the PAN Cheshire tool to assess and report concerns. All staff have also received training on County Lines.

Making Children Aware

As part of developing a healthy lifestyle and primarily through the SPIRIT curriculum children are taught:-

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure

Children should feel valued, respected and able to discuss any concerns they have. Regularly updated displays on noticeboards around the school provide information for students to seek assistance both within school and out.

Safer Recruitment and Professional Boundaries

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2018 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 appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history, Safeguarding questions at interview and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews checking the Prohibited Teacher and Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- As an Academy, staff that hold management positions, must be checked against the S128 list and the outcome recorded on the school's Single Central Record.
- Ensuring that staff and volunteers adhere to professional standards at all times, including after school activities. Staff agree and conform to school guidelines on Social Networking.

- Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance “Keeping Children Safe in Education 2018” and LSCB, LADO and HR Policy, procedures and guidance.
- 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 the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’.
- All SLT members and the majority of Governors are accredited in Safer Recruitment, and at least one member of the recruitment panel will have passed the required assessment
- Procedures are in place to support all staff who have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity.
- We have a **Whistleblowing Policy** and procedure, Staff Grievance Policy and Code of Conduct. This policy is highlighted to staff annually.
- Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities using ‘identity checklist for university trainees and volunteers’.
- All staff will be given safeguarding and code of conduct information as part of their induction.
- The designated safeguarding lead is expected to as required, liaise with the Headteacher or Executive Head of any ongoing enquiries under section 47 of the Children Act 1989 and police investigations and liaise with staff especially pastoral support staff, school nurses, and SENCOs on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Extremism and Radicalisation

Alsager School is committed to preventing pupils from being radicalized and drawn into any form of extremism or terrorism. Our practice adheres to the Prevent Duty Guidance July 2015. The school promotes British Values including the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different beliefs and faiths by providing pupils with the opportunity to learn how to discuss and debate points of view and to understand a range of faiths; and by ensuring that all pupils are valued and listened to within school.

This is underpinned by our Co-operative Learning Curriculum, our SPIRIT (Self-Regulation, Participation, Integrity, Resilient, Inspired, Tolerant) ethos, assemblies across our curriculum but particularly within History, RE and English. Our Community Cohesion Gold Award mark is further evidence of this work.

All staff are made aware of the importance of identifying indicators of children being radicalized and all concerns are reported to the Designated Safeguarding Lead. All staff have received

training about the Prevent Duty and tackling extremism during 2017 by Cheshire Police in addition to it being addressed in annual Safeguarding refresher training.

Governing Body Responsibilities

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body have agreed processes which allow them to monitor termly to ensure that the school:

- Has robust Safeguarding procedures in place.
- Has a Designated Safeguarding Governor.
- Operates 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 Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the Safeguarding policy and procedures.
- Carries out an annual Safeguarding Audit in consultation with the Governing body, sharing this with the LSCB on request.
- Ensures that the school's E-safety procedures are robust.

Other Related Policies

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

- Anti Bullying Policy
- Attendance Policy
- SEND Policy
- Behaviour Policy
- Whistleblowing Policy
- E-Safety Policy
- Social Networking Policy

Guidance and Legislation used in creating this policy

- Guidance on Safeguarding/Child Protection Records for Educational Settings
- Working together to Safeguard Children 2018
- Section 74 of the Serious Crime Act 2015
- Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation February 2017
- Keeping Children Safe in Education 2018
- Contextual Safeguarding University of Bedfordshire

Glossary of Terms:

| Acronym | Definition |
|----------------|--|
| DSL | Designated Safeguarding Lead |
| LSCB | Local Safeguarding Children's Board |
| SPIRIT | Self Regulation, Participation, Integrity, Resilient, Inspired, Tolerant |
| CEOP | Child Exploitation and Online Protection |
| MARAC | Multi Agency Risk Assessment Conference |
| LADO | Local Authority Designated Officer |

Safeguarding Lead and Heads of College Safeguarding Training

**Alsager School
Safeguarding
Process
ANNEX 1**

