



CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

'Schools, colleges and other educational providers have a pivotal role to play in safeguarding children and promoting welfare' (Working Together to Safeguard Children, 2019).

Amendments to the 2002 Education Act places a statutory duty on both the Local Authority and Governing Bodies of schools to implement the Child Protection Policy and practice.

This policy applies to all staff, governors, visitors and volunteers working within the school environment and activities which take students outside the school environment on school-designated activities.

The school has a named Designated Safeguarding Lead, Mrs McCarthy who is Level 3 Safeguarding trained. The school also has a Deputy Designated Lead, Ms Vaughan (Inclusion leader) who is Level 3 trained.

The Headteacher is Level 3 Safeguarding trained and ensures all staff have a clear commitment to child protection and safeguarding. For example, all Leadership, Year Leaders, the Education Welfare Officer and specialist Teaching Assistants receive Level 2 Safeguarding training on a two-year cycle of Continued Professional Development (CPD).

At the beginning of each academic year, all staff are given refresher training in child protection and safeguarding and receive the latest 'Keeping Children Safe in Education Part 1 and Annex A', which is mandatory reading. New staff receive this as part of their induction; all staff receive Basic Awareness CPD on a three-year cycle. New staff receive 'Mop Up' training as and when necessary/appropriate.

All staff, governors and volunteers are 'DBS' checked and staff involved in the recruitment process (i.e. leadership personnel) receive Safer Recruitment CPD on a three-year cycle.

BISHOP HEBER HIGH SCHOOL:

- Actively promotes a culture of respect; where diversity is celebrated.
- Seeks to be a place where students feel that they can share their difficulties with a chosen member of staff.
- Has a long established system of peer mentoring.
- Has a number of trained Mental Health Champions who are identifiable and accessible to all students.
- Maintains an ethos where students feel secure, are encouraged to talk and are listened to.
- Promotes opportunities in PSHCE, and other curriculum areas, which equip students with the skills they need to stay safe from harm.
- Ensures that every effort is made to establish effective working relationships with parents and colleagues from other agencies.

This policy reflects the policies of Cheshire West and Chester (CWaC) Safeguarding Board as is in line with 'Working Together to Safeguard Children' (2019) and 'Keeping Children Safe in Education' (2019).

DUTIES

To provide a safe environment the Governing Body, Headteacher and the Leadership of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Leader and all members of the school community, have appropriate safeguards and support in place should they choose to raise safeguarding issues, however unusual or sensitive they may be.
- Cultivate an ethos within the school community where all adults feel comfortable and supported to bring safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead (DSL) or



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Deputy Designated Safeguarding Lead (DDSL) and are able to pose safeguarding questions as part of their shared responsibility to safeguard students.

- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to.
- Ensure students know that if they are worried they can talk to adults in the school.
- Ensure all adults working with students are aware of the role of the CWAC Safeguarding Children Partnership.
- Include opportunities in the PSHCE and RSE curriculum for students to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk as is appropriate to their age, stage of development and level of understanding.
- Take all reasonable measures to ensure risks of harm to student's welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible.
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school.
- Promote student health and safety.
- Promote safe practice and challenge unsafe practice in line with procedure.
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers.
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime strategies.
- Meet the health needs of children with medical conditions.
- Provide first aid.
- Maximise school security.
- Tackle drugs, substance misuse and weapons.
- Provide support and planning for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual exploitation (CSE), radicalisation and extremism, and violence/weapon crime in the community.

CONFIDENTIALITY

The student is always the central figure of concern.

Information is only shared with staff who need to know. We fully respect the confidentiality of all students, but recognise that information sharing, where appropriate, is a part of the holistic approach to ensuring the student is supported and safe.

While it is recognised that all matters relating to safeguarding individual students are confidential, a member of staff, governor or volunteer, if confided in by a student, must never guarantee confidentiality to that student.

If a student discloses to a member of staff that they, or another student, are at risk of significant harm, the member of staff must report this information. If the disclosure relates to the significant harm, directly or indirectly, of a child the member of staff must report it to the named Designated Safeguarding Lead. In the absence of the Designated Safeguarding Lead, the member of staff must report it to the Deputy Designated Safeguarding Leads.

If the disclosure relates to a member of staff, then they must report it directly to the Headteacher. In the absence of the Headteacher, the member of staff must report the disclosure to the Deputy Headteacher.



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If the disclosure relates to the Headteacher, the member of staff must report it to the Chair of Governors (CoG) via, the Clerk to Governors (Miss Ashley). In these circumstances a disclosure is when a student shares information suggesting abuse directly or indirectly.

For information about 'what abuse is' please refer to 'Keeping Children Safe in Education' (2019).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

RECORDS AND MONITORING

Child protection information will be stored and handled in line with the principles of the Data Protection Act 2018 and the General Data Protection Regulations to ensure that information is:

- Processed lawfully, fairly and in a transparent manner in relation to the data subject.
- Collected for specified, explicit and legitimate purposes (in this case to meet statutory safeguarding requirements as set out in government legislation).
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- Accurate, and where necessary, kept up to date.
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed. Child protection files should be passed on to any new school the child attends and kept until they are 25.
- Appropriate security measures are in place to protect the personal data held.
- Take responsibility for what Bishop Heber does with personal data and are able to demonstrate compliance through ensuring appropriate measures and records are in place.

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that students and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see safeguarding/child protection records, they should refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a student.

Any concerns about a student will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

If a member of staff has concerns about a student; has received information about a student; or a disclosure has been made to them that does not place the child or other at risk of significant and or immediate harm, they must discuss this with the student's Form Tutor or Year Leader in the first instance.

At Bishop Heber the Year Leaders meet regularly with the SENDCo and Safeguarding is a standing item on SLT link meeting agendas with Year Leaders. The Year Leader can also discuss any concerns raised in half termly Inclusion Meetings with the DSL or DDSL. The outcomes of these meetings are shared with SLT.



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Hard copies of records or reports relating to Safeguarding concerns will be kept in a separate confidential file, securely stored away from the main student file. A pink sheet is inserted into the student's main school file to denote the existence of a separate file. Bishop Heber may also hold some electronic records, for example, a record of concern log or a multi-agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead. Bishop Heber High School uses a system called CURA (TASC).

Bishop Heber will keep written records of concerns about students, even where there is no need to action the matter immediately. These records will be kept within a separate, confidential file.

For definitions of signs, symptoms and types of abuse (**Appendix 1**)

SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, HONOUR BASED VIOLENCE, FEMALE GENITAL MUTILATION, SEXTING (YOUTH PRODUCED SEXUAL IMAGERY), SEXUAL VIOLENCE AND SEXUAL HARRASSMENT OR TRAFFICKING AND MODERN SLAVERY.

The minimum age of a person considered to be legally competent to sexual acts is 16 and it is therefore the minimum age of a person with whom another person is legally permitted to engage in sexual activity.

However, Working Together to Safeguard Children (2019) also recognises that whilst the legal age of consent is 16, some young people become sexually active before that age. The Sexual Offences Act (2003) states that it is not the intention 'to prosecute consensual teenage activity between two young people of similar age and understanding.'

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online.

CHILD CRIMINAL EXPLOITATION (CCE)

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity

- a) in exchange for something the victim needs or wants and/or
- b) for the financial or other advantage of the perpetrator or facilitator and/or
- c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

HONOUR BASED VIOLENCE (HBV)/FORCED MARRIAGE OR FGM

So called 'honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Lead.



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FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage 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.

SEXTING (YOUTH PRODUCED SEXUAL IMAGERY)

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting.' Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know.' Similarly, many parents think of sexting as flirty or sexual text messages rather than images. This only covers the sharing of sexual imagery *by* young people.

Creating and sharing sexual photos and videos *of* under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. On this basis current advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting'. This is to ensure clarity about the issues current advice addresses. As of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

UPSKIRTING

The Voyeurism (Offences) Act 2019 now criminalises the act of 'up skirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence or sexual harassment can occur between two children of any sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence includes: rape, assault by penetration and sexual assault – intentionally touching another person in a way that is sexual.

Sexual harassment is defined in the guidance as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a student's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Harmful sexual behaviours is defined in the guidance as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between students can be considered harmful if one of the student's is much older, particularly if there is more than two year's difference in age or if one of the student's is pre-pubescent and the other is not. Student's displaying harmful sexual behaviours have often experienced their own abuse and trauma.



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Students who experience sexual violence and sexual harassment will likely find it stressful and distressing. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys, although it is recognised that sexual violence and harassment can be, and is, perpetrated by girls. Students with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

CHILD TRAFFICKING AND MODERN SLAVERY

Child trafficking and modern slavery are forms of child abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic servitude such as: cleaning, childcare, cooking, forced labour in factories or agriculture and criminal activity such as: pickpocketing, begging, transporting, drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Bishop Heber keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Bishop Heber staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our DSL knows where to seek advice through the Local Authority as necessary.

SEXUAL ABUSE

Under the Sexual Offences Act (2003) a child under 12 is not capable of consenting to sexual activity.

Child on child sexualised behaviour will be assessed in response to the following questions:

- Is the behaviour age appropriate (see Brooks Traffic Light Tool, **Appendix 2**)
- Is the student 13 or under
- Is the behaviour not abusive, but is inappropriate
- If the behaviour is inappropriate when put together with other behaviours, does it suggest abuse
- Is the behaviour an offence
- Has one of the students been lured to a destination
- Has a student been groomed
- What is the age difference of the students
- Is the behaviour apparently consensual
- Is there a difference in power status



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- Was aggression used
- Was bribery used
- Was substance abuse involved
- Was overt secrecy demanded
- Has the student a disability or learning need
- Has either student a history of being missing from home
- Is either student known to other agencies

If the member of staff has concerns about the sexualised behaviour or sexual activity of a student, they can refer to **The Brookes Traffic Light Tool** – a copy of this is displayed in the Staff Common Room and an electronic copy is sent to all staff at the start of the academic year.

In addition, Bishop Heber staff understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

RESPONSIBILITIES

The Designated Safeguarding Lead (DSL) is Mrs McCarthy. The Deputy Designated Safeguarding Lead is Ms Vaughan (Inclusion leader.) The Headteacher, Mr Curry and the Deputy Headteacher Mr Ridley Thomas are also DSLs in the absence of Mrs McCarthy and Ms Vaughan.

The named DSL/ DDSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies in line with CWAC guidance.

They will act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with children's social care and other relevant agencies over cases of abuse and allegations of abuse, regarding children. As the school takes children from 3 other local authorities, namely Wrexham, Shropshire and Cheshire East, the DSL and DDSL will seek support from the relevant agencies in these areas when required.

Their role is to:

- Ensure each member of staff has access to and is aware of the school's Child Protection and Safeguarding policy.
- Liaise with the Headteacher and Chair of Governors on a regular basis to inform them of any issues and ongoing investigations.
- Ensure the school's Child Protection and Safeguarding policy is reviewed regularly by the named DSL and Chair of Governors.
- Keep detailed accurate and secure records of referrals/concerns.



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Designated teachers also have an important role in ensuring all staff receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of the school's procedure.
- Attend any relevant or refresher training course and then ensure that any new or key messages are passed to other staff and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in CP. This should be relevant to their needs to enable them to identify and report any concerns to the designated lead immediately.
- Attend case conferences, reviews, child in need meetings, core groups, strategy meetings, multi-professional and multi-agency meetings relating to an identified student/family or Child Protection Plan.

Following any information raising concern, the DSL will consider:

- Any urgent medical needs of the student
- The immediate safety and wellbeing of the student
- Discussing the matter with other agencies currently known to be involved with the student and family
- The student's wishes and feelings

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a student at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to the Integrated Access Referral Team (i-Art) because a student is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to invite the parent/carer to engage with a Team Around the Family (TAF) assessment (or equivalent if the family resides in another local authority- Early Help/ TAC) and/or make a referral for other services.

ROLES AND RESPONSIBILITIES OF THE HEADTEACHER

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a student.



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- Sufficient resources and time are allocated to enable the DSL or Deputy DSLs and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the TAF, taking part in strategy discussion and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to students, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policy.
- They personally, along with other senior leaders, undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are referred within 1 working day to the Local Authority Designated Officer (LADO) if appropriate.

ROLES AND RESPONSIBILITIES OF THE GOVERNING BODY

The Governing Body is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all governors will undertake the Basic Awareness Safeguarding training with their school.

Allegations of abuse made against the Headteacher are reported to the Chair of Governors, and referred to the LADO.

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices.
- Sufficient governors are trained in safer recruitment practices that appointments to SLT can be adequately supported.
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored.
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Headteacher and any subsequent staff disciplinary hearings.
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, liaise with the Headteacher/DSL, and to provide information and reports to the Governing Body.
- The Headteacher, and all staff who work with students, will undertake a full and endorsed Basic Awareness Safeguarding training regularly (at least every three years) and have access to regular safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively.
- The DSL and Deputy DSLs attend at least a minimum of Level 3 (Advanced) multi-agency course every two years.
- Temporary staff, volunteers and other regular visitors to the school who work with students are made aware of the school's arrangements for safeguarding and their responsibilities.



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RECRUITMENT

Bishop Heber pays full regard to the DfE guidance 'Keeping Children Safe in Education' 2019. 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 students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identify, academic and vocational qualifications, obtaining professional 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 prohibition to teach, Disclosure and Barring checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- An enhanced DBS check is obtained for all new appointments wherever an individual will 'regularly' have contact with our students, which will include a barred list/prohibition from teaching check for all new teaching staff.
- This school is committed to keep an up to date single central record detailing a range of checks carried out on our staff.
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Bishop Heber ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identify checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA.

VOLUNTEERS

We understand that some people otherwise unsuitable for working with students may use volunteering to gain access to them. For this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one unsupervised contact with students. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with students.

We will ensure all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the school.

MANAGING THE ALLEGATION OF A MEMBER OF STAFF

The Headteacher and Governing Body follow guidelines underpinned by statutory legislation in the Children Act 1989, Section 175 of the Education Act 2002 and The Children Act 2004. The Headteacher and Governing Body follow the statutory guidance in 'Keep Children Safe in Education 2019 Part 4.' We ensure that we practice safe recruitment in checking the suitability of staff and volunteers to work with children.



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If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

If an allegation meets any of the criteria set out in 'Working Together to Safeguard Children' 2019, the Headteacher or Governor would report it to the LADO within 1 working day. The LADO will support the Headteacher or Governor and consider the allegation in three strands:

1. A police investigation of a possible criminal offence
2. Enquiries and assessment by Children's Social Care about whether a child is in need of protection or services.
3. Consideration of disciplinary action in respect of the member of staff.

Bishop Heber staff, the Headteacher and Full Governing Body take the safeguarding of our students very seriously and follow the professional standards framework.

Bishop Heber has in place a variety of steps to increase the protection of students and to support the staff. They include a staff Code of Conduct, located in the Staff Handbook, effective and regular staff training, Student Council, Complaints Policy, risk assessments, Whistle Blowing policy as well as regular line management meetings and team meetings within the published School Calendar and Timetable.

The Headteacher can be contacted via dcurry@bishopheber.cheshire.sch.uk

The Chair of Governors can be contacted via jashley@bishopheber.cheshire.sch.uk

SAFE SCHOOL, SAFE STAFF

Bishop Heber has a duty to ensure that professional behaviour applies to relationships between staff and students, and that all members of staff are clear about what constitutes appropriate behaviour.

Bishop Heber staff should be aware of the dangers inherent in:

- Working alone with a student
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to, and receiving gifts from students and parents
- Disclosing personal details inappropriately
- Meeting students outside school hours or school duties
- All staff must adhere to the school's E-Safety and Acceptable Use Policy

If any member of staff has reasonable suspicion that a student is suffering harm and fails to act in accordance with this policy and Cheshire West and Chester Safeguarding Children Partnership, this will be viewed as misconduct and appropriate action will be taken.



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The Headteacher and Governors recognise that those students who are abused or who witness violence may find accessing education difficult. Bishop Heber endeavours to support students through an ethos which is safe and secure promoted through a curriculum that considers self-esteem and self-motivation. We aim to create an environment that gives all students a sense of being respected and valued.

Students are supported through a robust pastoral system which includes Form Tutor, Assistant Year Leader, Year Leader, Education Welfare Officer, and support services with the Inclusion Resource Provision (IRP). Positive and professional relationships with class teachers often makes them the first port of call for a student to discuss any concerns they have including, at times, disclosures of a child protection nature. That is why it is so important that every member of staff is trained regularly in child protection and has a clear understanding of what to do if a student makes a disclosure.

Bishop Heber recognises that a student who makes a disclosure has placed their trust in their school in the hope that their situation will be improved. The student(s) may require an understanding from their teachers and a level of pastoral support that is additional. Support may also be sourced from external agencies where appropriate. The DSL will ensure that the school is following the most up to date local and national guidance in this respect.

Staff can be signposted to 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.' This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust/or allegations of abuse.

HOW THIS POLICY LINKS TO OTHER SCHOOL POLICIES

This policy will be read in conjunction with other policies/procedures regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of Bishop Heber students.

- Staff Handbook
- Anti-Bullying Policy
- Children Missing in Education Policy
- Single Equality Scheme Policy
- E-Safety and Acceptable Use Policy
- Whistle Blowing procedure
- Medical Conditions Policy
- Health and Safety Policy
- Behaviour and Discipline Policy
- Attendance Policy

Where relevant:

- Individual Risk Assessments
- Health Care Plans, including Intimate Care.



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Sue Anderson
(Chair of Governors)

David Curry
(Headteacher)

Karen McCarthy
(Designated Child Protection & Safeguard Lead)

The links noted in this document are correct as at the time of approval.

Administration Use	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document Formulated:	July 2015
Review:	Annually
Date Reviewed Document Approved by SPA:	18 th November 2019
Date Reviewed Document Approved by FGB:	13 th March 2020
Next Review Date:	November 2020

APPENDICES:

- 1 - Definitions, Signs and Symptoms and Types of Abuse
- 2 - The Brookes Traffic Light Tool
- 3 - Self-Harm
- 4 - Safeguarding Students Who Are Vulnerable to Extremism
- 5 - Disclosure
- 6 - Photographing Children
- 7 - Before and After School Activities and Contracted Services
- 8 - Key Contacts
- 9 - Cause for Concern Form
- 10 - Policy for the Education of Children Looked After and Previously Looked After



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APPENDIX 1

DEFINITIONS, SIGNS AND SYMPTOMS, AND TYPES OF ABUSE

A child/a student: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years. This definition also refers to 'student' in this policy.

Harm: Ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development: Physical, intellectual, emotional, social or behavioural development.

Health: Physical and mental health.

Ill-treatment: Sexual abuse and other forms of ill-treatment which are not physical.

Abuse and neglect: Are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

Physical abuse: Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, and 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.

Sexual abuse: Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts (such as masturbation, kissing, rubbing and touching outside of clothing). They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional abuse: Persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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.

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 as a result of maternal substance abuse.

Domestic abuse: Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

Peer on peer abuse: Children can abuse other children (often referred to as peer on peer 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; sexual violence, such as rape, assault by penetration and sexual



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assault; sexual harassment such as sexual remarks, comments, jokes and online sexual harassment, which may be stand alone or form part of a broader pattern of abuse; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

IDENTIFYING CONCERNS

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

'All who come into contact with families have a part to play in identifying these children whose needs are not being adequately met.' (The Munro Review of Child Protection Part 1: A systems analysis Professor Eileen Munro).

Bishop Heber staff are aware of their responsibility to raise any concerns that have about a student as early as possible in order to prevent the situation worsening. Where this concern does not identify as safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the statutory early help (Team Around the Family, or TAF) guidance to fulfil their duties at Universal Plus, Partnership Plus and on the Continuum of Need.



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APPENDIX 2

The Brookes Traffic Light Tool offers a colour coded guide to signpost staff to relevant advice/guidance/staff member.

The **GREEN** Light indicates 'normal sexual exploration'

The **AMBER** Light requires further discussion and monitoring with the Year Leader

The **RED** Light indicates abuse and needs to be discussed with the named DSL or Headteacher immediately

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

CSE

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from change in emotional well being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

CCE

Some of the following signs may be indicators of Child Criminal Exploitation:

- Persistently going missing from school or home and/or being found out-of-area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts/phone calls
- Relationships with controlling/older individuals or groups
- Leaving home/care without explanation



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- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

COUNTY LINES

A form of criminal exploitation whereby gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

APPENDIX 3

SELF HARM

Bishop Heber recognises that the stresses and strains of growing up and the increasing pressure that is placed on young people these days. Stress and anxiety can develop due to a large number of reasons and can manifest itself in a number of different ways. Young people sometimes feel the need to self-harm – for a variety of different reasons. Self-harming does not automatically place the child at risk of significant harm. If a student wishes to discuss their self-harm, there are a number of staff who are able to support. However, if a disclosure is made of self-harm the member of staff receiving the disclosure should report their concerns to the student's Form Tutor or Year Leader and make arrangements for appropriate support to be offered. This could be through the CWP Starting Well service (School Nurse), school Counsellor, school Mental Health Champion or by signposting to age appropriate online self-help resources. If the self harm is identified as a safeguarding risk, a parent/carer would be notified and advised on how to provide support. If the student feels they need support in managing their stress/anxiety parents are advised to seek advice from their GP. Staff are also trained to signpost students for self-help support. The CWP Starting Well service offers monthly appointments and a drop-in service with a School Nurse, and the school offers a drop-in information and advice facility in the Inclusion Resource Provision every lunchtime.



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APPENDIX 4

SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Bishop Heber values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Bishop Heber seeks to protect our students against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish National and Loyalist paramilitary groups, and extremist Animal Rights movements.

When a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Identity crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society
2. Personal crisis – the student may be experiencing family tensions; a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
3. Personal circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
4. Unmet aspirations – the student may have perceptions of injustice, a feeling of failure, rejection of civic life
5. Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
6. Special Educational Need – student may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.



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PREVENTING VIOLENT EXTREMISM

Bishop Heber High School take any threats of harm to a child very seriously. If a member of staff suspects a student is becoming involved in radicalisation or developing extremist views they are encouraged to follow the same procedure as they would for any student they believe to be harmed or at risk of harm.

Bishop Heber High School understand the need to collate relevant information to form a referral of vulnerable students into the Channel Process (Prevent). Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Cheshire West Local Authority and the Cheshire Police Counter-Terrorism Unit.

APPENDIX 5

DISCLOSURE

All members of staff, volunteers and governor must know how to respond to a pupil who discloses abuse, and they must be familiar with procedures to be followed.

It takes a lot of courage for a child to disclose that they are being abused. They may feel disloyal, ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

Students must be made aware that as a member of staff we are not able to keep secrets.

During your conversation with the student:

- Allow them to speak freely
- Remain calm and do not over react
- Give reassuring nods or words of comfort
- Do not be afraid of silences
- Under no circumstances ask investigative or leading questions
- At an appropriate time tell the student that in order to help them you must pass the information on
- Respect the student's personal space.
- Avoid admonishing the student for not disclosing earlier
- Tell the student what will happen next
- Report verbally to the DSL immediately.
- Write up your conversation using the Cause for Concern Record Form NOT an email (**Appendix 9**)
- Seek support if you feel upset.



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Some students may have an increased risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs – staff must consider whether their behaviour, mood and injury may relate to possible abuse and not just their SEND; be aware that they have a higher risk of peer group isolation; there is a possibility of a disproportionate impact of bullying; and they may have difficulties with communication.
- Children in the care of the Local Authority (CLA)
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity.
- Involved directly or indirectly in CSE or child trafficking
- Do not have English as a first language



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APPENDIX 6

PHOTOGRAPHING CHILDREN

The vast majority of people who take or view photographs or videos of students do so for entirely innocent, understandable and acceptable reasons. We acknowledge, however, that some people abuse children through taking, using or circulating images.

Parents/carers are given the opportunity to 'opt out' of student photos and the list of these students is circulated to staff.

The Guidance for Safer Working Practices for Adults who work with Children and Young People provides detailed guidance on the taking of photographs and storage of images.

Bishop Heber understands that parents/carers like to take photos of or video record **their child** in a school event – such as a production. This is a normal part of family life, and we will not discourage parents/carers from celebrating their child's successes.

However, Bishop Heber cannot be held accountable for the use of photographs or video footage taken by parents/carers or members of the public at school functions.

APPENDIX 7

BEFORE AND AFTER SCHOOL ACTIVITIES AND CONTRACTED SERVICES

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

CONTACT ARRANGEMENTS AND PARENTAL RESPONSIBILITY

We recognise that a relationship breakdown can be very distressing for all involved, however, any contact arrangements must be agreed outside of school and school should not be put in a position where they are placed in the middle of contact disputes. We aim to make the school environment a calm and safe place for your children, as well as the whole school community, and would be unable to do this if we are placed at the centre of disputes. School is also unable to prevent anyone with parental responsibility (PR) from picking up a child from school unless there is a court order in place stating that the person with PR is not allowed to do so, although the school will attempt to seek permission from the primary carer before releasing the student.



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APPENDIX 8

KEY CONTACTS

	Contact Details
Designated Safeguarding Lead	Mrs McCarthy (Assistant Headteacher) kmccarthy@heber.org.uk 01948 860 571
Deputy Designated Safeguarding Lead	Ms Vaughan (Inclusion leader) svaughan@heber.org.uk 01948 860571
Headteacher	Mr Curry dcurry@heber.org.uk 01948 860 571
Nominated Governor for Safeguarding	Mrs Anderson jashley@bishopheber.cheshire.sch.uk
Chair of Governors	Mrs Anderson jashley@bishopheber.cheshire.sch.uk 01948 860571
Deputy Designated Safeguarding Lead	Mr Curry dcurry@bishopheber.cheshire.sch.uk Mr Ridley Thomas mthomas@bishopheber.cheshire.sch.uk 01948 860 571
Named LADO	Paul Jenkins https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/



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	Contact Details
Named Local Authority Safeguarding Children in Education Officer (SCiE)	Kerry Gray Kerry.gray@cheshirewestandchester.gov.uk 0151 356 6549
Integrated Access and Referral Team (i-Art) 8.30 am – 5.00 pm - Mon-Thurs 8.30 am -4.30 pm - Fri	0300 123 7047
Emergency Duty Team (Out of hours) 4.30 pm – 8.00 am - Mon-Thurs From 4.00 pm - Friday 24hours weekends and bank holidays	01244 977 277
TAF Advisor	Hayley Bennett Hayley.bennett@cheshirewestandchester.gov.uk
Cheshire West Safeguarding Children Partnership	https://www.cheshirewestscp.co.uk/ 0151 356 6494
Cheshire Police	0845 458 0000 or 101 for non-emergencies 999 in case of emergency



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APPENDIX 9

BISHOP HEBER HIGH SCHOOL CAUSE FOR CONCERN FORM

If a child makes a disclosure about themselves or another child in relation to sexual or physical harm you **MUST** report this immediately to the Designated Teacher for Child Protection and not by use of this form.

All **OTHER** concerns can be recorded on this sheet and handed to the relevant Pastoral Leader.

NB: This document **MUST** be completed in black ink.

Name of Child:	Form:
Staff Name:	Date of Concern:
Time of record:	Nature of Concern: (Emotional/Neglect/General)

Details of Concerns: (What you saw, what you heard, in the child's words; Brief, accurate details; and include who else was present)

Signed:	Date:
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What happens next: Give Cause for Concern sheet to appropriate Pastoral Leader.
Pastoral Leader will action appropriately
Pastoral Leader will also discuss Cause for Concern sheet with ENCO during 1:1 meeting.



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APPENDIX 10

POLICY FOR THE EDUCATION OF CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER

INTRODUCTION

This policy is informed by the 'Designated Teacher for Looked-After and Previously Looked-After Children.' (DfE, September 2018).

The Designated Teacher at Bishop Heber High School is Mrs Lucy Hornby, the Assistant SENDCo.

The Governing Body of Bishop Heber High School is committed to providing high quality education for all its students, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance for children looked after (CLA) and previously looked after children (PLAC) and is committed to improving outcomes for them.

The Governing Body is committed to ensuring that CLA and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A designated governor for CLA and PLAC.
2. A Designated Teacher for CLA and PLAC.
3. Personal Education Plans (PEPs) for all CLA.
4. The Designated Teacher will be well trained on specific factors that impact on the attainment of CLA and PLAC.
5. All staff in school will have a clear understanding of the issues that affect CLA and PLAC; their learning needs; how to support them in school.

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

1. The Designated Teacher is central to ensuring that Bishop Heber High School provides a high quality education for CLA and PLAC students.
2. The Designated Teacher takes on a leadership role in ensuring that staff understand the things which can affect how CLA and PLAC learn and achieve and how the whole school supports the educational achievement of these students.
3. The Designated Teacher promotes a culture in which CLA and PLAC are able to have their views taken seriously and are supported to take responsibility for their own learning.
4. The Designated Teacher ensures that CLA and PLAC have access to academic focused study support.
5. The Designated Teacher is a source of advice information and guidance for staff and governors.
6. The Designated Teacher has lead responsibility for the development and implementation of PEPs for CLA within school and partnership with others as necessary.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. Have high expectations of CLA and PLACs learning and set targets to accelerate educational progress.



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2. Be aware of the emotional, psychological and social effects of loss and separation from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the student's behaviour.
3. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the student's own understanding of how they are being supported.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of Bishop Heber will:

1. Ensure all governors are fully aware of the legal requirements and guidance for CLA and PLAC.
2. Hold the school to account on how it supports its CLA and PLAC.
3. Ensure the Designated Teacher is enabled to carry out their responsibilities in relation to CLA and PLAC.
4. Review the effective implementation of this policy annually.