

Middlewich Primary School

Park Road, Middlewich, Cheshire, CW10 9BS

01606 652321

admin@middlewichpri.cheshire.sch.uk

www.middlewichprimary.org



Strive to grow, value, nurture, motivate

Headteacher Recruitment Pack

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A message from the Chair of Governors, Middlewich Primary School

Park Road, Middlewich, Cheshire, CW10 9BS

chair@middlewichpri.cheshire.sch.uk

www.middlewichprimary.org



Dear Applicant,

Firstly, I'd like to say thank you for taking an interest in Middlewich Primary School and for considering becoming our next Headteacher. I really hope the information in this pack will excite you and help you decide if the role is for you. We as governors are proud of Middlewich Primary School and are looking forward to welcoming a new, dynamic leader to the school community as we continue our journey. Our current Headteacher is retiring after many years of dedicated service to the school, and we hope to make the appointment for a January 2024 start.

Middlewich Primary School is situated in Middlewich, in the heart of Cheshire. We are a Group 3 school, with 404 pupils on role. The school is two-form entry with a small resource provision for children with hearing impairment, a thriving breakfast club and afterschool activities. The site itself is large, with various green spaces for the children and staff to enjoy.

The children at Middlewich Primary School are at the heart of everything we do. They are a credit to us, and I could not be prouder to be Chair of Governors of this school. At the center of our ethos is a commitment to nurture and motivate, ensuring that our diverse and engaging curriculum allows all children to receive the highest level of teaching and the skills necessary to take this with them as they enter the next stage of their education. The children are well behaved, they are inquisitive, they are funny, they are happy, and they really want to make the school a place where everyone wants to be.

I look forward to reading your application.

Kind regards,

A handwritten signature in black ink, appearing to read "Rob Bunn".

Dr Rob Bunn
Chair of Governors

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Headteacher

Middlewich Primary School

Park Road, Middlewich, Cheshire, CW10 9BS

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www.middlewichprimary.org



Due to the retirement of our current Headteacher the Governing Board is seeking to appoint a new Headteacher to Middlewich Primary School, Middlewich. We believe that this is an exciting opportunity for a highly motivated individual who shares our vision of excellence and is committed to providing a high quality, broad and enriching educational experience for all pupils.

The position is required from 1st January 2024. This is a full-time, permanent role, on the scale L17-L24. The salary starting point will be agreed upon appointment.

Who we are:

Middlewich Primary School is situated in Middlewich, in the heart of Cheshire. We are a Group 3 school, with 404 pupils on role. The school is two-form entry with a small resource provision for children with hearing impairment, a thriving breakfast club and afterschool activities.

We are a proud community school, which is well regarded in the local area. We consistently strive for educational excellence and are ambitious for all our pupils. We have a nurturing and inclusive ethos and provide excellent pastoral support for families, working together with the local community to ensure the best for our children.

We are looking for a leader who will take us to the next step in ensuring we offer a broad curriculum and provide a wide range of balanced learning opportunities for our pupils and members of staff. The governors are mindful that in achieving this they respect the work life balance of all members of the school community.

For a virtual tour and more information on the school please visit:

<http://www.middlewichprimary.org>

We are looking for a Headteacher who has:

- Energy and vision to develop the school's present academic achievements.
- Commitment to education based on the school's ethos and principles.
- Experience and ability to develop excellent school management which will ensure continuing staff development, sound governance and effective budget control.
- Proven leadership skills with which to motivate and inspire our children, staff, and community.

What we can offer you:

- An inclusive, progressive school with a track record of strong academic success.
- A high standard of teaching and learning, supplemented by a variety of extra-curricular and enrichment opportunities.
- A dedicated, committed, and caring team of practitioners.
- A happy, friendly, and hardworking group of children who are proud of their school.
- An engaged, supportive, and proactive Board of Governors, parent body and vibrant PTFA.

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How to apply:

Application forms and further details can be obtained from and returned to: The School Governance Team, 5th Floor, Delamere House, Delamere Street, Crewe, CW1 2LL.

If electronic copies of these documents are required, please obtain them from the School Governance Team to ensure compliance with recruitment procedures.

Telephone: 0300 123 5036. Email: schoolgovernanceeast@cheshireeast.gov.uk

Candidates should complete the application form and return it to schoolgovernanceeast@cheshireeast.gov.uk so that it arrives no later than 1pm on Monday 5th June 2023.

You should provide a full statement in support of your application, and this should not exceed two sides of A4 paper minimum font size 10. Please do not restate the factual details already included elsewhere on the application form.

Key dates:

Advert closing date	1pm on Monday 5 th June 2023
Applicant visits to the school Please contact the school to arrange: Tel no – 01606 652321 Email – admin@middlewichpri.cheshire.sch.uk	Tuesday 16 th May 2023 2pm – 6pm Wednesday 24 th May 2023 9am – 12.30pm
Shortlisting	Monday 12 th June 2023
Activities Day	Thursday 22 nd June 2023
Interview Day	Friday 23 rd June 2023

The successful applicant will be subject to the conditions of employment for Headteachers contained in the current School Teachers' Pay and Conditions document 2022 and other current education and employment legislation.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and external agencies to share this commitment. Successful candidates will be asked to apply for an Enhanced Disclosure from the Disclosure and Barring Service.

About Middlewich Primary School

Location:

Middlewich Primary School is located in the small Cheshire town of Middlewich. The town is an historic and ancient settlement. It was favoured by the Romans who mined salt in the region. Evidence of their occupation still remains, and a modern amphitheatre has been built in the town centre as a reminder of the town's importance in the Roman Empire.



Nowadays it is popular with holiday makers, travelling along one of the three canals that pass through the town, and with the many visitors to the annual Folk and Boat Festival every June.

Middlewich has good motorway links to both Manchester and Liverpool. This makes it a popular commuter town and as such there are several modern and attractive housing estates to supplement the older more traditional homes in the area.

Ethos and Values:



The five core values of the school are deeply embedded into its culture and ethos.

Children are central to the school. Everything is done to enable children to flourish, build their confidence and self-esteem and open their eyes to the joy of learning. As a result, they love coming to school, conduct themselves well and show enthusiasm and commitment to their work. The most recent Ofsted inspection recognised their excellent behaviour, both in and out of class.

Learning is the principal purpose of every school. At Middlewich Primary we ensure there is a rich, varied, ambitious and carefully designed curriculum for our pupils underpinned by strong professional development for all staff. We never stop learning.

Quality runs throughout the school. It can be seen in all the high-quality work on display, the well-maintained building, including the exceptional playground provision and the excellent learning outcomes the children achieve.

Teamwork is well established. New members of staff quickly integrate themselves into the school ethos and values, and work together to create a positive environment for all stakeholders. There is a committed and experienced governing body, a proactive parent association and a supportive community, including all other local schools.

Continuous Improvement is our fifth and final value. Everyone in the school is always eager to improve, evaluating their practice and work together to make the school the very best it can be.

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Teaching and Learning:



Middlewich Primary is a two-form entry school with resourced provision for hearing impaired children. There are currently 404 pupils on roll, with a maximum capacity of 420.

Classes are organised into single year groups with an average of 30 pupils per class. The curriculum is delivered through subject specific lessons and has been meticulously planned to enable pupils to make good progress and secure links between the different areas of study.

The music curriculum is a particular strength. As well as singing, every child learns to play at least one musical instrument during their time at school. It might be woodwind, brass, string, or percussion. Children celebrate their success in music through many different performances. These take place both in school and externally, including the annual trips to the Manchester Arena and the Bridgewater Hall.

Trips and residential visits are closely linked to learning. All classes will experience up to three visits each academic year. In key stage 2, every year group has the opportunity to attend a residential. Year 3 visit the Lake District to support their English and geography work, year 4 go to Snowdonia for outdoor pursuits and year 5 visit Stratford. This is part of the Shakespeare project, in which they study a play in depth and then perform part of it at the Royal Exchange Theatre in Manchester. In year 6, pupils have another outdoor pursuit residential, building on the skills from year 4. In addition, they visit Whitby during the winter months to study coastal erosion.

The importance of providing a fully rounded education so all children have the opportunities to flourish is also evident in the wider curriculum. There is a School Council of elected pupils from every year group. They meet weekly to support school improvement and discuss issues raised by pupils. As the children move through the school and gain confidence and maturity, they learn to support one another and be respectful citizens of the school.

All year 6 pupils can take on an area of responsibility of their choice. Almost all do. They are proud to be a member of the safety team, run whole school events throughout the year, be a prefect or a librarian. Younger children have ambitions for the roles and talk about applying in the lower year groups.

Community:

Middlewich Primary is part of the Middlewich Education Partnership. This is an organisation consisting of all the seven schools that serve the local area. These are the high school and four other primaries – one of a similar size, the local Catholic school and a further three small rural schools. The group works together to organise collaborative community activities such as litter picking, as well as developing teaching and learning through shared professional development and support.



Middlewich is a popular school with an excellent reputation across all parts of the community. We are proud of its legacy and of the children who attend or have attended the school and show themselves to be thoughtful, honest, well-rounded, and respectful individuals.

Headteacher – Job Description

January 2024

Core Purpose:

To provide leadership and management of the school to the highest professional standards, ensuring its continuing success and improvement in the provision of high-quality education and learning for all pupils, formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

The Headteacher will be required to carry out the duties as set out in the School Teachers' Pay and Conditions Document and take overall responsibility for the organisation and management of the school in accordance with the articles of government; the Headteachers' Standards 2020; the policies of the governing body, in consultation with Cheshire East Council and the Director for Children, Education and Families.

Key Areas of Work:

Strategic direction and development of the school

1. Shaping the future

- a) Ensure that the school ethos is clearly articulated, shared, understood, and acted upon effectively by all members of the school community.
- b) Demonstrate the vision and values of the school in everyday work and practice.
- c) Motivate and work with others to create a shared culture in a school that prioritises inclusivity, taking risks in learning and an extended curriculum.
- d) Be willing to innovate, take on new challenges and be a leader in the field of education.

2. Leading Teaching and Learning

- a) Ensure outstanding teaching and learning, whether curricular or extra-curricular, is at the core of strategic planning, resource management and effective delivery.
- b) Promote an exciting and ambitious curriculum that inspires children to develop their own learning to learn skills.
- c) Ensure a culture and ethos of challenge and support where all pupils can reach their full potential and maximise their engagement in their learning.
- d) Ensure that adaptive learning opportunities and strategies are in place to support those pupils with additional needs and SEND, including those accessing the Resourced Provision for pupils with Hearing Impairment.
- e) Communicate and work closely with families to ensure that learning is supported at home.
- f) Monitor, evaluate and review classroom practice and collaboratively develop improvement strategies.

- g) Ensure that the curriculum is regularly reviewed, evaluated and updated, taking account of local and national initiatives, policies and statutes, in co-operation with colleagues, governors and the local authority.
- h) Ensure that a broad range of extra-curricular activities flourishes at the school to support a diversity of challenge and stimulation for all.
- i) Ensure that high standards of behaviour and attendance of the pupils is maintained.

3. Securing Accountability

- a) Ensure the school's accountability to all stakeholders, particularly parents, carers, governors, the local authority and the Department for Education; ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community.
- b) Ensure individual staff responsibilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- c) Ensure that everyone across the school community works collaboratively, shares knowledge and understanding, celebrates success and accepts responsibility for outcomes.
- d) Work with the Governing Body, advising and assisting as required in exercising of its function, including attending meetings and making reports and the provision of information, objective advice and support to enable it to meet its responsibilities.

4. Managing the Organisation

- a) Ensure that excellent teaching remains a prime focus by recruiting, developing and nurturing this core value in all teaching and support staff.
- b) Create an organisational structure that reflects the school's ethos, and enable the management systems, structures and process to work effectively in line with legal requirements.
- c) Work with the governing body to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- d) Manage the school's financial and human resources effectively and efficiently to achieve the school's goals and priorities.
- e) Manage and organise the school infrastructure and environment efficiently and effectively to ensure that it meets the needs of the school including all health and safety regulations.

5. Developing Self and Working with Others

- a) Treat people fairly with dignity and respect to maintain the positive school culture.
- b) Build a collaborative culture within the school and local community at all levels.
- c) Develop and maintain effective strategies and procedures for staff induction, professional development, performance review and staff retention.
- d) Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

- e) Regularly review own practice, set personal targets and take responsibility for own personal development.
- f) Manage own workload and that of others to allow an appropriate work / life balance.

6. Strengthening Community Links

- a) Collaborate with other schools and organisations to share expertise and bring positive benefits to our school and ensure a secure and happy transition into our Reception year and on to local secondary schools.
- b) Collaborate, at both strategic and operational levels, with parents and carers and across multiple agencies to secure the wellbeing of all children.

Headteacher – Person Specification

January 2024

Criteria			
Qualifications	Essential	Desirable	Evidence
▪ Qualified Teacher Status	✓		Application
▪ Degree level qualification with Honours	✓		Application
▪ Completion or confirmed participation in NPQH or other relevant post graduate study		✓	Application
▪ Evidence of regular & appropriate professional development in school leadership and management at senior leadership level	✓		Application
▪ Evidence of regular and appropriate professional development in teaching practice	✓		Application
Experience	Essential	Desirable	Evidence
▪ Successful strategic leadership and management experience in primary education at an assistant/deputy or headteacher level	✓		Application / Interview
▪ Evidence of experience across more than one key stage	✓		Application / Interview
▪ Proven track record of raising educational standards	✓		Application / Interview
▪ Experience of inclusion, SEN provision and safeguarding processes in a primary school setting	✓		Application / Interview
Shaping the future	Essential	Desirable	Evidence
Evidence of or commitment and ability to:			
▪ Think strategically, by building, communicating, and implementing a shared vision of excellence, inclusion and equity for all	✓		Application / Interview
▪ Lead creative and innovative contributions to strategic plans that realise the vision and sustain measurable school improvement	✓		Application / Interview
▪ Set and achieve ambitious, challenging goals and targets	✓		Application / Interview
▪ Work collaboratively and transparently, and communicate effectively with a range of stakeholders including pupils, staff, parents, governors and the wider community	✓		Application / Interview

Leading, Teaching & Learning Evidence of or commitment and ability to:	Essential	Desirable	Evidence
▪ Lead by example and able to motivate others in order to promote the school's ethos, vision and values for the pupils, staff, governors and parents of the school	✓		Application / Interview
▪ Sustain and develop flexible, comprehensive learning opportunities and strategies to meet the personal learning needs of every pupil and foster a culture of lifelong learning for all pupils	✓		Application / Interview
▪ Access, analyse and interpret appropriate data to monitor and evaluate pupils' progress, set and achieve ambitious, challenging goals and targets. Identify areas for improvement with the focus on every pupil achieving their full potential.	✓		Application / Interview
▪ Acknowledge excellence and challenge poor performance across the school to improve the quality of teaching and learning	✓		Application / Interview
Securing Accountability Evidence of or commitment and ability to:	Essential	Desirable	Evidence
▪ Demonstrate an understanding of current Government and DfE legislation and statutory guidance	✓		Application / Interview
▪ Work with the Governing Body and Local Authority to enable them to meet statutory responsibilities		✓	Application / Interview
▪ Develop effective communication mechanisms with the Governing Body to ensure governors are provided with the information they need to meet their responsibilities		✓	Application / Interview
▪ Apply principles of quality assurance, including self-review, self-evaluation, performance management and stakeholder and community involvement		✓	Application / Interview
Managing the Organisation Evidence of or commitment and ability to:	Essential	Desirable	Evidence
▪ Manage the efficient and effective day-to-day running of the school to ensure a safe, secure and healthy environment.	✓		Application / Interview
▪ Manage the school's physical, financial and human resources effectively, working with the Governing Body to ensure the strategic financial planning, operational budget management and principles of best value		✓	Application / Interview
▪ Implement clear and appropriate policies and improvement plans and monitor, evaluate and review their effects	✓		Application / Interview
▪ Prioritise, plan and organise themselves and others and delegate management tasks where appropriate and monitor their implementation	✓		Task

Inspection of Middlewich Primary School

Park Road, Middlewich, Cheshire CW10 9BS

Inspection dates:

21 and 22 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils, including children in the early years, enjoy coming to this kind, friendly and supportive school. They arrive in the playground with a spring in their step, eager to start the day.

Teachers create a stimulating learning environment, which encourages pupils to achieve well. Pupils benefit from strong, positive relationships with staff. These relationships help pupils to feel safe in school.

All staff have high expectations of pupils' behaviour and achievement. These expectations permeate throughout the entire school. All pupils, including those with special educational needs and/or disabilities (SEND), learn effectively across a variety of subjects. Pupils with SEND, including those in the specially resourced provision for pupils with SEND (specially resourced provision), work well alongside their peers in class.

Pupils behave exceptionally well. They are extremely polite and they respect each other, regardless of any differences that they may have. Pupils, including children in the early years, share equipment considerately. They follow the school rules diligently, including during playtimes. Pupils said that if bullying ever happens, adults sort it out quickly.

Pupils benefit from a variety of extra-curricular activities, trips and visits. These enrichment activities enhance their school experience. They visit places of interest in the local area, listen to live musical performances and partake in residential trips. Pupils value the opportunities provided to them by leaders and teachers.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for pupils. They have successfully identified the knowledge that they want pupils, including children in the early years, to learn. New knowledge is presented in a well-ordered and logical way. As a result of a carefully designed curriculum, most pupils make secure links between the different subjects and topics that they study. Added to this, teachers make sure that pupils get plentiful opportunities to revisit previous learning.

Many teachers, including adults in the early years, choose appropriate activities to deliver new information. When this happens, pupils quickly deepen their knowledge of topics and concepts. However, in a minority of subjects, teachers do not always choose the most suitable activities which help pupils to learn new ideas. Occasionally, this means that a few pupils struggle to recall all that they have learned.

In the main, teachers use leaders' assessment systems well to establish what pupils know and can do. They use this information to identify and address misconceptions.

Leaders prioritise reading throughout the school, including in the early years. Many pupils said that they love reading. They talked enthusiastically with inspectors about the variety of different books, authors and poets that they have learned about. Pupils enjoy using the book corner in their classrooms to give recommendations to their peers.

Leaders make sure that all staff are trained to teach reading. Daily phonics lessons begin as soon as children start in the early years. Teachers make sure that pupils learn the sounds that they need. Leaders and teachers make sure that they quickly identify pupils who are struggling with their reading knowledge. Adults provide timely support so that these pupils catch up quickly. In most cases, pupils have books which match their phonics skills. However, occasionally, some pupils have books with sounds that they do not know. This means that they struggle to read the words and occasionally misunderstand what they have read.

The school is an exceptionally calm and purposeful environment in which all pupils can learn. Pupils are extremely keen learners. They display high levels of concentration, focusing on the tasks that they have been set. Pupils said that their lessons are hardly ever disrupted. Inspectors concurred with this view. Children in the early years also quickly adopt the high expectations set out by teachers. They embrace school routines. This helps children in the early years to settle into school swiftly each day.

Pupils have a wide range of opportunities that contribute to their personal development. For example, pupils in Year 6 can apply for a variety of leadership responsibilities, which they take seriously. Pupils explained to inspectors how the skills that they learn through enrichment opportunities could be useful in their later lives. Teachers encourage pupils to take part in 'Personal Development Awards', which are designed to support character development. Pupils know a lot about British values. They successfully learn about different types of families, faiths and cultures. All members of the school have signed up to the 'Equality Pledge'. Pupils show high levels of respect to all in their school community and beyond.

Pupils with SEND achieve well. Leaders identify pupils who need additional support quickly. Teachers make sure that all pupils are included in lessons, for example by making appropriate adaptations to tasks for pupils with SEND. Pupils in the specially resourced provision benefit from an effective curriculum. They too achieve well.

The headteacher, alongside her wider leadership and teaching team, ensures that pupils get a high-quality education. Governors know the school's strengths and what it needs to do better. They hold leaders to account fully for the education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at Middlewich Primary School. Leaders take care to identify any pupils who need additional help quickly and effectively. They work well with external agencies to make sure that pupils receive the timely support that they need.

Through the well-designed curriculum, pupils learn how to keep themselves healthy and safe. This includes when they are online. Pupils know what they should do if they are worried about anything. They talk to trusted adults in school when they have a problem or concern.

Leaders make sure that all adults in school are trained to spot any potential signs of abuse. They make certain that all adults in school have had the appropriate checks before they start working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- ✓ Sometimes, the books that pupils read are not closely matched to the sounds that they know. This means that some pupils struggle to read the words in their books and, on occasions, they do not understand what they have read. Leaders should ensure that all pupils have books which closely match the sounds that they know.
- ✓ Occasionally, teachers do not select the most appropriate activities to help pupils learn new ideas and concepts. This hinders how well some pupils learn. Leaders should ensure that teachers think carefully about the activities that they choose to present new knowledge and information to pupils. This is to ensure that pupils learn all that they should.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131727
Local authority	Cheshire East
Inspection number	10226241
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair of governing body	Robert Bunn
Headteacher	Sandra La Porta
Website	www.middlewichprimary.org
Date of previous inspection	18 October 2016, under section 8 of the Education Act 2005

Information about this school

- ✓ Leaders do not make use of alternative provision.
- ✓ The governing body is responsible for the daily breakfast club.

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- ✓ The school has had several new members of staff since the previous inspection.
- ✓ The school operates a specially resourced provision for pupils with SEND with a hearing impairment. There are currently three pupils from key stages 1 and 2.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- ✓ This was the first routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- ✓ Inspectors met with the headteacher and senior leaders. They also met with subject leaders. Inspectors met with a range of leaders who are responsible for the school's pastoral system and the school's personal development programmes.
- ✓ The lead inspector met with a group of governors, a representative of the local authority and the school improvement partner.
- ✓ Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history and music. For each deep dive, inspectors met with subject leaders, visited lessons, talked to pupils and looked at pupils' work. Inspectors also reviewed other subjects in the curriculum.
- ✓ The lead inspector observed adults reading with some pupils in Years 1 to 3.
- ✓ Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding with leaders and staff.
- ✓ Inspectors took account of the responses to Ofsted's online survey for staff and pupils.
- ✓ Inspectors met with parents and carers at the end of the school day. They took account of the responses to Ofsted Parent View, Ofsted's online survey, including the free-text responses.

Inspection team

Stuart Perkins, lead inspector

His Majesty's Inspector

David Lobodzinski

Ofsted Inspector

Clare Baron

Ofsted Inspector

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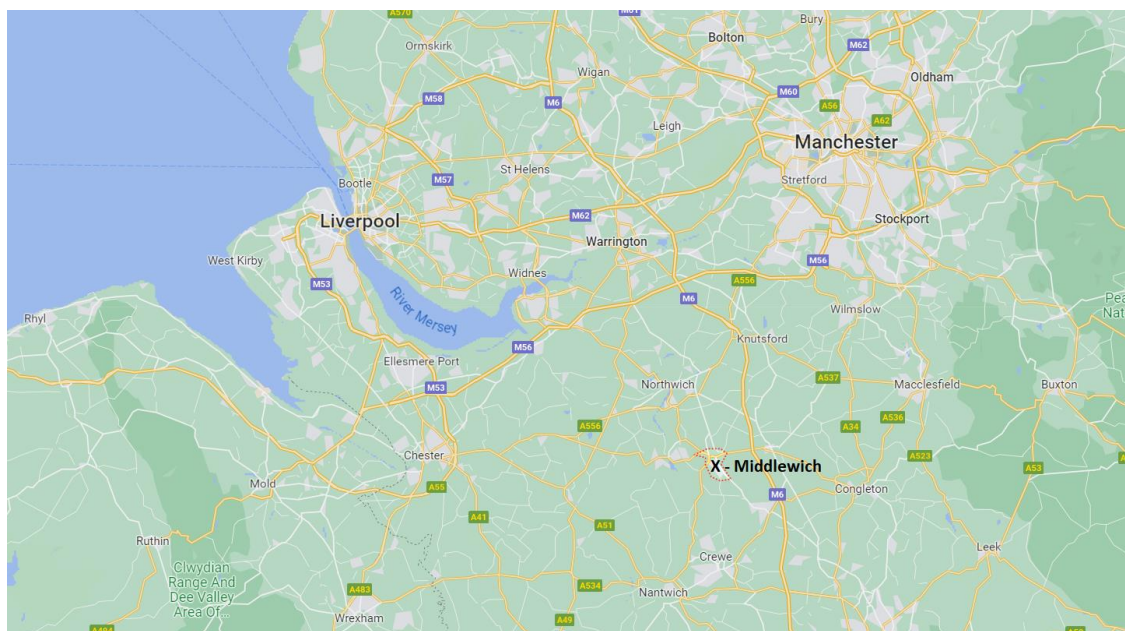
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Location

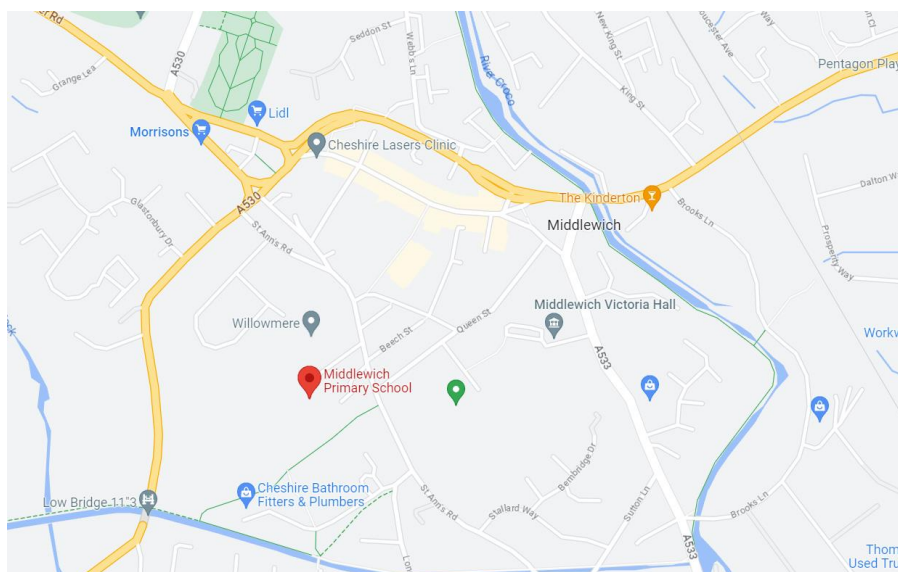
Middlewich Primary School



Middlewich, Cheshire: South of Manchester & Liverpool and close to the Peak District National Park



Middlewich Primary School ideally located in the center of Middlewich, Cheshire



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School Grounds – with a large area of open space



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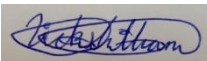


Middlewich Primary School
Child Protection and Safeguarding Policy



‘Safeguarding is everybody’s responsibility’

At Middlewich Primary School the safety and well-being of our pupils is of the utmost priority. We offer a caring and nurturing environment, where children have many different opportunities to share worries and concerns to staff. We are vigilant and attentive of children’s individual needs. Our ‘Safeguarding across the Curriculum’ map ensures we embrace every opportunity to teach our children about how to keep safe across a wide spectrum of areas.

Person responsible for the Policy:	Vicky Williams
Date Approved:	22.11.2022
Signed:	 (Designated Safeguarding Lead)
Date for Review:	Autumn Term 2023

At Middlewich Primary School the named personnel with designated responsibility for Child Protection and Safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Vicky Williams williamsv@middlewichpri.cheshire.sch.uk	Cheryl Bertoni bertonic@middlewichpri.cheshire.sch.uk	Alison Sumner chair@middlewichpri.cheshire.sch.uk

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

Designated Senior Manager (normally the Headteacher)	Chair of Governors (in the event of an allegation against the Headteacher)
Sandie La Porta head@middlewichpri.cheshire.sch.uk	Rob Bunn chair@middlewichpri.cheshire.sch.uk

Additional Responsibilities:

Designated teacher for cared for children	Vicky Williams
Mental Health Lead	Cheryl Bertoni

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1. Introduction:

At Middlewich Primary School we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board in our school approve the S175/157 return to the Cheshire East Safeguarding Children's Partnership (CESCP) on a yearly basis.

This policy demonstrates the school's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- [Cheshire East Safeguarding Children's Partnership \(CESCP\) procedures](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [Statutory framework for the early years foundation stage 2021](#)
- [Prevent duty guidance - GOV.UK \(www.gov.uk\)](#)
- [Behaviour in schools: advice for headteachers and staff DFE 2022](#)
- [Safer Working Practice Guidance for those working with children and young people in education settings](#) May 2022
- School Mental Health Policy (EHS provided a model policy)
- School Relationships (and Sex) Education Policy
- Staff Code of Conduct
- Staff use of mobile phones and Social Media Policy
- Substance Misuse Policy
- ["Preventing and Tackling Bullying" DfE July 2017](#)
- [School and Colleges: When to call the police](#)

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

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and consult with Children's Services in Cheshire East (or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the school; we maintain an attitude of '**it could happen here**' where safeguarding is concerned.

In our school we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection
- All staff act on concerns or disclosures that may suggest a child is at risk of harm
- Pupils and staff involved in Safeguarding issues receive appropriate support
- Staff adhere to a Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting
- All staff are aware of Early Help and ensure that relevant referral, assessments, and interventions take place
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another
- All staff understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.

This policy is available on our school website and printed copies of this document are available to parents upon request. We inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff Code of Conduct. The Safeguarding induction will cover online safety, role of DSL, Keeping Children Safe in Education Part 1 and Annex B, pupil behaviour policy (including bullying) safeguarding response for those children who go missing from education, staff code of conduct (including whistleblowing and social media)

In addition, all staff are provided with at least Part one of Keeping Children Safe in Education 2022 and Annex B and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

2.0 Aims of this document:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children
- To raise the awareness, of all staff, of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To promote safe practice and encourage challenge for poor and unsafe practice

- To promote effective working relationships with other agencies involved with Safeguarding and promoting the welfare of children, especially with Children's Social Care and the Police
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children
- To ensure that staff understand their responsibility to support children who have suffered abuse in accordance with their agreed plan e.g. Child in Need/ Child Protection Plan

3.0 Scope of this Policy

This policy applies to all members of the school community (including staff, pupils, volunteers, supply teachers, parents/carers, visitors, agency staff and students, or anyone working on behalf of Middlewich Primary School.

This policy is consistent with Cheshire East Safeguarding Children's Partnership (CESCP) child protection procedures.

4.0 Definitions of terms used in this document:

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 mental and physical 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.

Early Help: means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

Staff: refers to all those working for or on behalf of Middlewich Primary School in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.

Child: refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however, the policy will extend to children visiting from other establishments

Parent: refers to birth parents and other adults who are in a parenting role e.g. carers, stepparents, foster parents, and adoptive parents.

5.0 Prevention:

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- Children are supported in recognising and managing risks in different situations, including on the internet; being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure
- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Importance and prioritisation are given to equipping the children with the skills needed to stay safe, including providing opportunities for Personal, Social and Health Education throughout the curriculum
- Appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children
- Emerging themes are proactively addressed and fed back to the local authority and CЕСP to ensure a coherent approach so that multi-agency awareness and strategies are developed
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum

- Support and planning for children in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- We comply with 'Working Together to Safeguard Children' 2018 and support the Cheshire East Safeguarding Children's Partnership (CESCP) [Timely Support for Children and Families in Cheshire East](#), this document supports professionals to access the **right help and support** for children and their families at the **right time**
- We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened; this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff determine how best to build trusted relationships with children and young people which facilitate communication whilst ensuring safer working practices.
- The voice of the child is paramount; therefore, our pupils are actively involved in safeguarding development. There is an established student group/ student involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays
- We consult with, listen and respond to pupils; Our school's arrangements for this are: annual pupil surveys, school council, head pupil team, Y6 safety leaders, Tell Someone box, and class assemblies and Circle Times following the whole school theme.
- We use research evidence to inform our prevention work

6.0 Early Help:

All staff understand the Cheshire East Safeguarding Children's Partnership (CESCP) 'Continuum of Need' and Child Protection procedures; (see Timely Support – link above) to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support

multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school staff are aware that they must be prepared to identify those children who may benefit from early help. The staff are alert to the potential need for early help for a child who:

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

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where domestic abuse is identified. This will involve:

- Sharing information on a 'need to know' basis.
- Monitoring the children closely
- Offering the child, a safe/nurturing environment to share any concerns or worries
- Working with the family to maintain the best interests of the child.

If a member of staff has concerns about a child, they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care/consult with Cheshire East Consultation Service (ChECS)/contact the police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by Cheshire East's Safeguarding Children Partnership.

In the first instance staff should discuss 'Early Help' requirements with the Designated Safeguarding Lead. If early help is appropriate the Designated Safeguarding Lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and practitioners and parents/carers and children in an early help assessment; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment.

Where early help and or other support is appropriate, we ensure that the situation for the child is kept under constant review. If the child's situation doesn't appear to be improving, we take appropriate action.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils. Notice signs with contact details for Cheshire East Consultation Service (CheCS), NSPCC, Cheshire East Domestic Violence Hub and the Middlesbrough Primary School safeguarding team are all displayed around the school including internally and on external doors for parents and children. NSPCC helpline numbers are displayed around school.

7.0 Early Help, Child in Need and Child Protection

In our school we ensure that we follow [Cheshire East's Multi-agency Practice Standards](#) to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children

where the standards are not being met. The Headteacher and the DSL are aware of the Cheshire East Escalation Procedure [Escalation \(cescp.org.uk\)](https://cescp.org.uk).

8.0 Concerns about a child- recording and reporting:

Our recording procedures are in line with those outlined in Cheshire East's "Recording and Reporting Guidance." 2022; the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

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.

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

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

Staff are aware that they should not question the child; other than to respond with TED: [Tell me what you mean by that](#), [Explain what you mean by that](#), [Describe that](#). Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Safeguarding Lead will obtain key information and agree relevant actions after making a timely assessment of the information.

We recognise that parents may hold key information about incidents/allegations therefore, **in the majority of situations; the Designated Safeguarding Lead will**

speak to the parents and gain their consent to discussing the situation with others. 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.

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

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication of an illness is suspected
- Female Genital Mutilation (FGM) is suspected
- Forced marriage is suspected
- Honour Based Abuse is a possibility/is suspected
- Extremism or radicalisation is suspected
- County Lines activities are suspected

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

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

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

Safeguarding records are held electronically. Historic paper-based records are stored securely and are separate from the main pupil file. Authorisation to access these records is controlled by the Headteacher and Designated Safeguarding Lead.

All records provide a factual, accurate, evidence-based account. Records are signed, dated and where appropriate, witnessed.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate

- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

We ensure that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. We also ensure that Key workers or social workers are notified where a child leaves the school (as appropriate).

9.0 Safer Working Practices

Use of mobile phones, cameras and internet:

The school and staff take safeguarding seriously and understand this policy is overarching. We refer staff to the 'Staff use of mobile phones and Social Media Policy', 'Code of conduct' and 'Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2022'.

Personal mobiles and electronic devices:

Personal mobile phones and recording devices (tablets, cameras, laptops etc) are never used by staff at Middlewich Primary School.

If staff have personal phones or devices these are stored securely in the classroom cupboard and will be switched off or on silent whilst during the teaching day.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds.

School devices:

School devices remain the property of Middlewich Primary School and in using them staff will follow the '*Staff use of School devices' Policy*.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

Cameras, photography and images:

Middlewich Primary School will obtain parents' and carers' *written consent* for photographs to be taken or published (for example, on our website or in newspapers or publications).

Staff will ensure the Middlewich Primary School designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

Online safety:

On school equipment we ensure that appropriate filters and appropriate monitoring systems are in place.

Working off school premises:

Where staff take school computer/digital equipment / or records in paper form off the school site they do so with the view that they abide by the 'Staff use of School devices Policy' and school's 'Data Protection Policy'.

Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transportation.

10.0 Allegations against staff

Support and advice are sought from Children's Services or the Local Area Designated Officer (LADO), and our Personnel/Human Resources advisor whenever necessary.

At Middlewich Primary School we recognise the possibility that adults working in the school; including directly employed staff, volunteers, and supply teachers, may harm children; that they may have:

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

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

Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher without delay or, where that is a concern about the Headteacher, to the Chair of Governors and the LADO.

Staff are aware that this must be done on the same working day.

The school will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support (e.g. NSPCC helpline/LADO).

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately. This includes allegations which do not meet the harms threshold, also known as low level concerns.

Low level concerns

We understand that the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than

causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Low level concerns will be reported in the same way as a concern in relation to concerns and allegations that meet the harms test i.e. to the Headteacher or Chair of Governors, if the concern is about the headteacher.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the Head will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The Head will consider if there are any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

11.0 Safer Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2022 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures

- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our Code of Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Maintaining an accurate, complete, up to date Single Central Record

12.0 Staff training and updates:

In our school there is a commitment to the continuous development of all staff, regardless of role, with regard to safeguarding training:

All staff undertake Cheshire East Safeguarding Children Partnership (CESCP) 'endorsed' Basic Awareness in Safeguarding and Child Protection training within the first term of their employment/placement. Training is delivered by the SCiES (Safeguarding Children in Educational Settings) Team This training is refreshed every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively.

All staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

The Designated Lead and any Deputy have completed specific training such as Designated Safeguarding Lead Training to carry out the duties of the role, and attend (CESCP) multi agency Safeguarding and Child Protection training on an annual basis.

The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Leads Meetings held each term coordinated by the SCiES Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes within Cheshire East.

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

13.0 Cared for children (Looked after children) and previously cared for children

At Middlewich Primary School we ensure that staff have the skills, knowledge and understanding necessary to keep Cared for Children safe as we are aware that children often become cared for as a result of abuse and/or neglect. We have identified a designated teacher for our Cared for Children; this person works closely with the Virtual school.

14.0 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
- 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.

15.0 The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

We have a key emphasis on de-escalation and only use physical touch to prevent a child or others being harmed. If we do this, we ensure that it is for the shortest time necessary.

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

- the child's wellbeing after the event is monitored and supported
- parents are fully briefed
- the incident is fully recorded including antecedents, de-escalation attempted, and holds used.
- an individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future

- any incident involving the restraint of a child is always reported to an identified senior manager

At Middlewich Primary School staff have received training in de-escalation. See the school's behaviour policy for more details about the use of reasonable force.

16.0 Private Fostering

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 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.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements, they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Cheshire East. The school would also inform Cheshire East of the private fostering arrangements.

17.0 Children Missing out on Education and Missing from Education

Under Section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

At Middlewich Primary School we follow Cheshire East's procedures for dealing with children that go missing from lessons and/or school. All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental

health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school, we ensure we carry out all necessary checks and refer them as Children Missing Education (CME), using the [appropriate notification form](#) on the Cheshire East website, so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

18.0 Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our Designated Safeguarding Leads will be aware of the fact a child has a social worker and will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

19.0 Children requiring mental health support

We recognise that schools have an important role to play in supporting the mental health and wellbeing of their pupils.

We acknowledge that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We ensure we have specific training and clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Middlewich Primary School will seek additional advice and support through the Emotionally Healthy Schools Programme as required.

20.0 Educational Outcomes

Our Designated Safeguarding Lead ensures that staff know the children who have experienced or are experiencing welfare, safeguarding and child protection issues so that, as relevant, we know who these children are, understand their academic progress and attainment; this means that we are able to make necessary adjustments to help

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these children to achieve. In this way we maintain a culture of high aspirations for this cohort. This includes children with a social worker and those previously known to social care; we ensure that teachers are made aware of those children in this category.

21.0 Specific safeguarding issues

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

They are also aware that some issues could be happening in the lives of staff members.

Staff are supported 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:

- Physical Abuse
- Sexual Abuse including sexual violence and sexual harassment
- Emotional
- Neglect
- Child abduction/community safety issues
- Children and the Court System
- Children with a family member in prison
- Homelessness
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Criminal Exploitation including county lines and serious violence
- Extremism and Radicalisation
- Children missing education
- Domestic abuse
- Child-on-child relationship abuse/Teenage Relationship Abuse
- Child on child abuse
- Risky behaviours
- Problematic and Harmful Sexual Behaviour
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010
- Mental health issues including Self-Harm

- Honour based abuse including - Female Genital Mutilation, Breast Ironing, Forced Marriage
- Unaccompanied asylum-seeking children
- Child Trafficking
- Modern Day Slavery

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sharing nudes or semi-nudes put children in danger.

An overview of specific safeguarding issues and our response are provided within appendix 5

21.0 Governor Responsibilities

Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. (KCSiE 2021)

As a school we ensure that the Governing bodies and proprietors ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. KCSiE 2022 highlights “This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding”.

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

The Governing Board have agreed processes which allow them to monitor and ensure that the school:

- Has robust Safeguarding procedures in place
- Operates safe recruitment procedures and carries out appropriate checks 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 regarding Safeguarding arrangements

- Is supported by the Governing Board 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 (Section 175 audit) in consultation with the Governing Board, sharing this with the CЕСCP on request.

Finally:

Staff at Middlewich Primary School take the safeguarding of each child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

Further information on our safeguarding and related policy documents and procedures is available on request from the Headteacher or Designated Safeguarding Lead.

STAYING SAFE AT MIDDLEWICH PRIMARY SCHOOL



KEY CONTACTS IN OUR SCHOOL:

- Designated Safeguarding Lead: **Vicky Williams**
 - Deputy DSL: **Cheryl Bertoni**
 - Chair of Governors: **Dr Robert Bunn**
 - Mental Health Lead: **Cheryl Bertoni**
-

OUR LOCAL CONTACT NUMBERS ARE:

- Cheshire East Consultation Service (CHECS):
0300 123 5012 (option 3)
- Emergency Duty Team (Out of Hours): 0300 123 5022
- Safeguarding of Children Concerns (Children living in other authorities):

Cheshire West and Chester: I-ART 0300 123 5012

- Local Authority Designated Officer (LADO): 01270 685904 / 01606 288931
- Prevent referrals: [Prevent Referral Process](#)
- Police: 999 (Emergency) / 101 (Non-emergency)
- Mental Health Helpline: 0300 303 3972
- Adult Safeguarding: 0300 123 5010

Appendix 2



<p>Universal</p> <p>Children whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health, GP, schools)</p> <ul style="list-style-type: none"> • Response: - Continue meeting child's needs as a universal service in a safe environment. Universal services will remain at all levels of need. 	<p>Targeted</p> <p>Children who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> • Response: - A practitioner who identifies unmet needs for a child should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.
<p>Complex</p> <p>Children who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> • Response: Request support from other agencies such as family support, commissioned services Youth Justice Services and the Attendance and Children Out of School Team. Agencies work together to provide a network of support to the child and their family. • Identify a lead practitioner to co-ordinate support and be primary link with the family. • Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress. 	<p>Specialist</p> <p>Children who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Justice Service.</p> <ul style="list-style-type: none"> • Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care. • Youth justice Service lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS)

☎ Tel: 0300 123 5012

☎ Tel: 0300 123 5022 (Emergency Duty Team for out of hours)

Symptoms of Abuse

Physical

- Bruises, black eyes and broken bones.
- Unexplained or untreated injuries.
- Injuries to unusual body parts e.g. thighs, back, abdomen.
- Bruising that resembles hand/finger marks.
- Burns/scalds.
- Human bites/cigarette burns.
- Injuries that the child cannot explain or explains unconvincingly

Sexual

- Genital discomfort, pain, itching, bruising, injuries.
- Public/compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not appropriate for their age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Behaviours

- Marked change in general behaviour
- Low self-esteem
- Extremely passive/aggressive
- Withdrawn/withdrawal from family and friends
- Sleeping difficulties
- Lethargy/tiredness
- Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- Attendance difficulties
- Disclosure

Neglect

- Child cold/ inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems, e.g. dental decay, headlice, etc
- Lethargy, tiredness or aggressive tendencies

Emotional

- Physical, mental and emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away

Appendix 4

Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?
Explain that to me
Describe that....

Reassure

- Stay calm, tell the child they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

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

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

Action for DSL: Review records regularly; add any new concerns, respond to these immediately and record evidence of actions taken and outcomes.

DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO

Appendix 5

Forms of Abuse

Contextual Safeguarding

Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines

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

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

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

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

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

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

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

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

Children who have been exploited will need additional support to help maintain them in education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children

- being forced or manipulated into transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting or pickpocketing.
- they can also be forced or manipulated into committing vehicle crime
- or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE).

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

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

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

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

County lines.

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

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

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

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

- have their bank accounts used to facilitate drug dealing

Children Missing from Home or Care

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

Our school are aware of the [Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2020-2022](#).

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

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

Push factors include:

- conflict with parents/carers
- feeling powerless
- being bullied/abused
- being unhappy/not being listened to
- the Toxic Trio

Pull factors include:

- wanting to be with family/friends
- drugs, money and any exchangeable item
- peer pressure
- for those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

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

Cyberbullying

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site.

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

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

- bullying by texts or messages or calls on mobile phones
- the use of mobile phone cameras to cause distress, fear or humiliation
- posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- using e-mail to message others
- hijacking/cloning e-mail accounts
- making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

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

Domestic abuse/violence

Middlewich Primary School believes that all our pupils have the right to be safe at school and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

As an Operation Encompass school, we are alert to the indicators of abuse, and we have a planned approach to supporting children in a proactive way. We do this by

- Sharing information on a 'need to know' basis.
- Monitoring the children closely
- Offering the child, a safe/nurturing environment to share any concerns or worries
- Working with the family to maintain the best interests of the child.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We understand that the term domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them. Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

- have an ethos which puts children’s wellbeing at the heart of all that we do
- create a predictable school life with set routines
- ensure that rules and expectations are clearly stated and understood by all
- understand that oppositional and manipulative behaviours are not attempts to ‘provoke us’, but may be attempts by these children to control their world when so much feels out of control for them
- model respectful and caring behaviour, positive conflict resolution and respectful interactions, helping children learn not only what not to do, but what to do instead
- use the language of choice, making clear the benefits and negative consequences of their choices ensuring that we follow through with any consequences or sanctions

- support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*)
- understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- create opportunities for children to feel successful. We let the child know that they matter, taking an active interest in them
- accept that they may not be willing or able to talk about it right away (if ever)
- provide effective, non-verbal, systems for children to access support
- provide reassurance that only people who need to know about the incident will know
- allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.
- provide opportunities to teach about and discuss healthy and unhealthy relationships

[Children, Young People and Domestic Abuse](#)

Emotional abuse

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Honour Based Abuse including Breast ironing, FGM and Forced Marriage

Staff are aware of “Honour-based” Abuse (HBA) which encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and staff will handle and escalate as such; they are alert to the possibility of a child being at risk of HBA, or already having suffered HBA.” *Keeping Children Safe in Education 2021*”

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools
- The Headteacher teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- We check in with the child/children to see if they know and corroborate the purpose of the visit.
- If a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children’s Services as appropriate.

As a school we would never attempt to intervene directly; where this is suspected we would speak to ChECS before sharing our concerns with the family.

Breast Ironing also known as Breast Flattening

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

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

Female Genital Mutilation (FGM)

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

Staff are also aware that FGM

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

Indications that FGM may be about to take place:

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

Indications that FGM has taken place:

- difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- unusual/a noticeable change in behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear
- prolonged absences/ persistent unexplained absence from school/college
- seek to be excused from physical exercise without the support of their GP
- child not allowed to attend extra-curricular activities
- close supervision of child by family/carers

Teachers in our school are aware of their 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”.

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

Forced Marriage

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

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

Indications that a Child is at risk of Forced Marriage:

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- appearing anxious, depressed and emotionally withdrawn with low self-esteem
- self-harming, self-cutting or anorexia
- criminal activity e.g. shoplifting or taking drugs or alcohol
- declining performance, aspirations or motivation
- not allowed to attend any extra-curricular or after school activities
- girls and young women may be accompanied to and from school/college
- attending school but absenting themselves from lessons
- stopping attendance at school/college
- a family history of older siblings leaving education early and marrying early

Actions our school takes in relation to take around Honour Based Abuse:

- when managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger

siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools

- the Headteacher teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- we check in with the child/children to see if they know and corroborate the purpose of the visit.
- if a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

Modern Day Slavery including Trafficking

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

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation

Trafficked Children

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

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

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

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

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

- physical symptoms (bruising indicating either physical or sexual assault)
- prevalence of a sexually transmitted infection or unwanted pregnancy
- reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- evidence of drug, alcohol or substance misuse
- being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- relationship with a significantly older partner

- accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for despite having not been at home
- having keys to premises other than those known about
- low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- truancy / disengagement with education
- entering or leaving vehicles driven by unknown adults
- going missing and being found in areas where the child has no known links
- possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

Neglect

Staff are aware that neglect:

- is 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
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate **medical** care or treatment
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal
- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood

depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

If we suspect neglect, we will use the [CESCP Neglect Screening Tool](#)

Online Safety

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

Some of the risks could be:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

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

- acceptable use agreements for children, teachers, parents/carers and governors
- curriculum activities involving raising awareness around staying safe online
- information included in letters, newsletters, web site
- parents evenings / sessions
- high profile events / campaigns e.g. Safer Internet Day
- building awareness around information that is held on relevant web sites and or publications
- social media policy

Cyber crime: Preventing young people from getting involved

Children are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber crimes, we will consider each case individually as to any criminal act that may have

been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Risks associated with Gaming

Online gaming is an activity that the majority of children and many adults get involved in.

The school raise awareness by:

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

Child on child abuse

Children can abuse other children and this is often referred to as child on child abuse.

This is most likely to include, but may not be limited to:

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

Staff are clear on our procedures with regards to child on child abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We ensure that we apply the same thresholds.

In our school we have referred to the [Respectful School Communities toolkit](#) for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Through our PHSE and RHE curriculum, we make it clear what is a positive peer relationship and what to do if they feel they are in a negative relationship. If a case of peer on peer or child on child abuse is suspected or disclosed, we work with pupils- both victims and perpetrators -parents/carers and other agencies (as needed) to support the children involved.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2022.

[Where sharing nudes or semi nudes \(youth produced sexual images\) are part of the abuse then the school follows the](#) UK Council for Child Internet Safety (UKCCIS) [Sharing nudes and semi-nudes: advice for education settings](#)

Physical abuse

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Prevent, Radicalisation and Extremism

Middlewich Primary School adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2021) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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

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

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

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

In our school community we are aware of these specific issues, relevant to our school's profile. These include, but are not restricted to, Far Right groups. Children are taught to respect difference and celebrate similarities.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by annual refresher training, including safeguarding scenarios. Should any issues arise, additional advice would be provided.

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

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

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could

indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

In Cheshire East if we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would contact:

Cheshire East Consultation Service (ChECS): **0300 123 5012 (Option 3)**

and complete a [Prevent referral](#) on the stopadultabuse.org.uk website.

Where necessary individuals may be discussed at Channel:

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2020.

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

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

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

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

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

Serious violence

All staff are aware of indicators, which may signal that children are at risk from, or are involved with 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 are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Sharing Nudes and Semi-nudes

This form of abuse also includes underwear shots, sexual poses and explicit text messaging.

While sharing nudes can take place in a consensual relationship between two children under the age of 18, the use of explicit images in revenge following a relationship breakdown is becoming more commonplace. Sharing nudes can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sharing nudes and semi-nudes is an issue that requires awareness raising across all ages.

The school use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school for advice.

Sexual abuse

Staff are aware of sexual abuse and that:

- It involves 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
- It 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
- It can take place online, and technology can be used to facilitate offline abuse
- It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

The sexual abuse of children by other children is a specific safeguarding issue in education see child-on-child.

Middlewich Primary School Recruitment Practices



The school does not have an explicit recruitment policy or procedure. However, we follow recruitment guidelines issued by Cheshire East Local Authority.