ST BRIDGET'S C of E PRIMARY SCHOOL

Safeguarding & Child Protection Policy

Approved by:	SLT and Governors	**Date:**	October 2018
Last reviewed on:	January 2018		
Next review due by:	September 2020		

CRC Links

Article 2 (Non-discrimination)**:** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child)**:** All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.

Article 12(Respect for the views of the child)**:** Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 15 (Freedom of association)**:** Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 19 (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 24 (Health and health services)**:** Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.

Article 29 (Goals of education)**:** Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30 (Children of minorities/indigenous groups)**:** Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

Article 32 (Child labour)**:** Children have the right to protection from work that harms them, and is bad for their health and education.

Article 36 (Other forms of exploitation)**:** Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 (Detention and punishment)**:** No one is allowed to punish Children in a cruel or harmful way

Article 39 (Rehabilitation of child victims)**:** Children have the right to help if they've been hurt, neglected or badly treated.

Key Contacts:

Role:	Name/ Details:	Contact:
Designated Safeguarding Lead	Neil Le Feuvre	0151 625 7652
Deputy Designated Safeguarding Lead	Emma Johnson	0151 625 7652
Nominated governor for Safeguarding and C P	Victoria Cassidy	0151 625 7652
Chair of Governors	Alex Owen	0151 625 7652
Local Authority Designated Officer (LADO)	Suzanne Cottrell	0151 666 4582 07780 508 919
Head of Safeguarding Children	Kerry Mehta	0151 666 5575
Prevent Team Merseyside Police	Prevent Team	0151 777 8560 or email msoc.prevent@merseyside.police.uk
Director of Children's Services	Paul Boyce	0151 606 2000
Integrated Front Door	Mon-Fri, 9:00am – 5.00pm Outside of these hours	Tel: 0151 606 2008 Tel: 0151 677 6557
Police	In an emergency For non-emergency but possible crime	999 101

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every three years)	Teachers and Teaching Assistants January to April 2018 –online with HAYS annually	April 2019
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	Emma Johnson - January 2017	January 2019
Deputy Senior Designated Safeguarding Lead (DSL)(Due every 2 years)	Emma Johnson - January 2017	January 2019

Whole School Staff Refresher/updates (Annual)	HAYS online training completed annually	
Safer Recruitment Training Name & Date of training (Due every 5 years)	Neil Le Feuvre - September 2016 NSPCC	September 2021
Governor Training	All Governors complete HAYS online training annually. Date:	

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Safeguarding Policy:

INTRODUCTION

1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, exploitation and harm.

1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

1.3. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

1.4. This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Safeguarding Board Safeguarding Policies and Procedures. These are in keeping with relevant national procedures and reflect what the Board considers to be safe and professional practice in this context.

2 OUR ETHOS

2.1 We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child.

2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

2.3 We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

2.4 We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 SCOPE

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.

3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

3.3 This policy applies to all learners in this school.

4 THE LEGAL FRAMEWORK

4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.

4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015:

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

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

All procedures can be found on the WSCB website:

https://www.wirralsafeguarding.co.uk/procedures/

5 ROLES AND RESPONSIBILITIES

5.1 The school's lead person with overall designated responsibility for safeguarding is Neil Le Feuvre. We have a deputy safeguarding lead, Emma Johnson, to ensure there is appropriate cover for this role at all times. **The responsibilities of the Designated Safeguarding Lead are described in Appendix A.**

The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead will be **explicit in their job description**. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

5.2 The school has a **nominated governor** Victoria Cassidy responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.

5.3 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors Alex Owen. **The procedure for managing allegations is detailed in Appendix C.**

5.4 The **head teacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

5.5 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

5.6 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse. This may include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing Recent DfE guidance situates sexual violence and sexual harassment in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND.

It is important that schools record incidents across the whole spectrum of sexual violence and sexual harassment, so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges (December 2017)

Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system.

5.7 There is a policy regarding the use of mobile phones, cameras and other digital recording devices e.g. i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The E-Safety & Computing policy can be located on the staff drive and on the school's website.

6 SUPPORTING CHILDREN

6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

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

6.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
- providing pupils with a range of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; The anti-bully policy can be located on the staff drive and on the school's website.
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' and 'Harmful Sexualised Behaviour';
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures and monitoring children who have been identified as having welfare or protection concerns and providing appropriate support;
- liaising with a range of agencies that support the pupil such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Offending Service and the Educational Psychology Service.
- ensuring that, when a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within 2 weeks and that the child's Social Worker is informed that the child has moved;

- After 20 days absence if a child has moved and the new school is unknown the school will post details on the 'Pupil to Pupil' register;
- alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement. (See Appendix C)
- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
- applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities, by considering the risks carefully, given the additional vulnerability of the group;
- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

7 SAFEGUARDING PROCEDURE

7.1 We have developed a structured procedure in line with *Wirral Safeguarding Children Board* which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix B.

7.2 In line with the procedures, the Integrated Front Door will be contacted as soon as there is a significant concern.

7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

8.1 ***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:***

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record – Is Vital – facts, no opinions – When? Where? Who? What?

- Inform the Designated Safeguarding Lead without delay.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

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

RECORD KEEPING

8.2 All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing (signed and dated). SFEF model to be used to capture the child's voice (appendix C)

8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

8.4 Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of (Keeping Children Safe in Education 2018)

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)

9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision.

9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred (See Appendix C (Supporting Families Enhancing Futures (SFEF) model to capture the child's lived experience.

9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how an SEND child may need support in communicating.

9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the Integrated Front Door, unless you consider that this would place the child at increased risk of significant harm.

9.8 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to the Integrated Front Door.

9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

9.10 When you make your referral, you should agree with the Integrated Front Door what the child and parents will be told, by whom and when.

MAKING A REFERRAL

If a child or young person is at risk of harm, abuse or neglect please report it to the **Integrated Front Door**

Mon-Fri, 9:00am – 5.00pm Tel: 0151 606 2008

Outside of these hours Tel: 0151 677 6557

In an emergency always call the police on 999.
If you think there has been a crime but it is not an emergency call 101.

The Request for Services referral form that can be found here:

https://www.wirralsafeguarding.co.uk/public/concerned-about-a-child/

E-mail it to: *cadtsocialcare@wirral.gcsx.gov.uk*

10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (This procedure is detailed in Appendix C, Section 4)

10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018***. In addition to obtaining the DBS certificate described, anyone who

is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. See Appendix C.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: *https://teacherservices.education.gov.uk/ (January 2018)*

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:

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

10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix C, for information on Single Central Record (SCR). The Single Central Record is located in the school office and is managed by Kirsty Harland.

10.3 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.

10.5 We have a procedure in place to manage allegations against members of staff and volunteers in line with *WSCB procedures.*

10.6 There is an agreed staff behaviour policy (sometimes called the code of conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

Guidance can be accessed:

http://www.rrrecruitment.com/wp-content/uploads/2016/04/Guidance-for-Safer-Working-Practice-October-2015.pdf

11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, March 2018 and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "Working Together to Safeguard Children."

11.2 The induction will be proportionate to staff members' roles and responsibilities

11.3 All Designated Safeguarding Leads (DSLs) will undergo updated Safeguarding training every two years.

11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. ***All governors must undergo governor specific awareness training at least every two years – this is to be decided by the school / setting***. All staff will have access to WSCB multi-agency safeguarding training and e-learning.

11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, booking onto whole-school training mop-up sessions.

11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years.

11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

11.8 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews. These will occur annually or more frequently when necessary.

https://www.wirralsafeguarding.co.uk/professionals/serious-case-reviews/

11.9 The school will maintain accurate records of staff induction and training.

12 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

12.1 We recognise that all matters relating to Safeguarding are confidential.

12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only

12.3 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

13 INTER-AGENCY WORKING

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. 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.

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

13.3 We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Wirral Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, and embed recommendations into practice and compile required actions within agreed timescales.

14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018.* If assurance is not obtained, permission to work with our children or use our school premises may be refused.

14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15 WHISTLE-BLOWING AND COMPLAINTS

15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

The school's Whistle blowing policy can be located on the staff drive.

Whistleblowing: guidance and code of practice for employers is located: *https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf (March 2015)*

Whistleblowing Advice Line is available for all worker - 0800 028 0285
- Email *help@nspcc.org.uk*

15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which may include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

16 SITE SECURITY

16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

16.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17 QUALITY ASSURANCE

17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Board and using the Section 175 online audit tool provided by them for this purpose. More information including how to register for the audit can be found below

https://www.wirralsafeguarding.co.uk/professionals/section-11-175-audit/

17.3 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

18 POLICY REVIEW

18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

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APPENDIX A:
The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS

1.1 Refer all safeguarding cases including **Early Help** to the **Integrated Front Door (IFD)** and to the Police if a crime may have been committed.

1.2 Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

1.4 Escalate inter-agency concerns and disagreements about a child's wellbeing. Further information can be found here: https://www.wirralsafeguarding.co.uk/procedures/10-2-multi-agency-escalation-procedure/

1.5 Have responsibility to ensure there is a Key Adult for Operation Encompass and the point of contact for Child Sexual Exploitation

1.6 To ensure that the Local Authority are notified if children are persistently absent or missing from education

2 RECORD KEEPING

2.1 Keep written records of Safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns

2.2 Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home (KCSIE 2018)

2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns

2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.

2.5 When a child leaves our school, the Designated Safeguarding Lead will make contact with the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school within two weeks. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service.

3 INTER-AGENCY WORKING AND INFORMATION SHARING

3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.

3.2 Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 TRAINING

4.1 Undertake appropriate training, **updated every two years**, in order to

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention, e.g. WSCB thresholds of need
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

4.2 Ensure each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction training, must include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy.

4.3 Organise whole-school Safeguarding training for all staff members at least **every three years**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 Keeping Children Safe in Education (2018) Part 1 has to be read by all members of the staff; and for everyone working directly with children, Annex A must also be read. Link with Wirral Safeguarding Children Board to identify appropriate training opportunities for relevant staff members and refer to the safeguarding issues listed in Keeping Children Safe in Education.

4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training.

4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.7 Maintain accurate records of staff recruitment, induction and training.

WSCB School / College / Educational establishment training courses can be found here:

https://www.wirralsafeguarding.co.uk/schools/

5 AWARENESS RAISING

5.1 Review the safeguarding policy and procedures annually and liaise with the school's governing body to update and implement them

5.2 Make the safeguarding policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that may follow.

5.3 Provide an annual briefing to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews.

6 QUALITY ASSURANCE

6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).

6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Board.

6.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

7 SUPERVISION AND REFLECTION

7.1 Working to ensure children and young people are protected from harm requires sound professionals judgements to be made. It is demanding work that can be distressing and stressful. It is therefore essential that staff involved in this work have access to advice and a robust process of reflection/ supervision to help them reflect upon and review their work.

7.2 The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case. A guidance document published by the Wirral Safeguarding Children Board for undertaking safeguarding reflection is published on the WSCB website and can be accessed here:

https://www.wirralsafeguarding.co.uk/procedures/

APPENDIX B:
Safeguarding Procedure

1 DEFINITIONS

1.1 **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children**.**

1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

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

1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

All staff must have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff must be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

2 CATEGORIES OF ABUSE

2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- serious bullying
- exploitation or corruption

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

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent 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 care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.3 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

There are three thresholds for and types of referral that need to be considered:

Is this a child with additional needs; where their health, development or achievement may be adversely affected? Practitioners should follow Wirral's Guide to Integrated Working, November 2015.

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with the Family CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a Family CAF to be completed.

Is this a child in need matter? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are SEND.

If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral.

Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the Integrated Front Door by the school as soon as possible.

https://www.wirralsafeguarding.co.uk/public/concerned-about-a-child/

APPENDIX C: FURTHER INFORMATION

1 Female Genital Mutilation:

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

1.1 Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.
Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

1.2 Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

1.3 Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve the Integrated Front Door as appropriate.

2 Fabricated Illness:

2.1 Staff must be aware of the risk of children being abused through fabricated illness. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

2.2 Where this is identified and considered a risk a referral will be made to **The Integrated Front Door (IFD)** for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists etc.

3 Gang and Youth Violence:

3.1 Children and Young People who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence and substance misuse

3.2 **Indicators may be (age in brackets):**

- Troublesome (7-9; 10-12)
- High daring (10-12)
- Positive attitude towards delinquency (10-12)
- Previously committed offences (7-9)
- Involved in anti-social behaviour (10-12)
- Substance use (7-9)
- Aggression (7-9)
- Running away and truancy (7-9; 10-12)
- Marijuana use (10- 12)
- Disrupted family (7- 9; 10-12)
- Poor supervision (10-12)
- Low academic achievement in primary school (10- 12)
- Learning disability (10-12)
- Peers involved in crime and/or anti-social behaviour (7-9; 10-12)
- Marijuana availability (10-12)
- Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12)

(Preventing Youth Violence and gang Involvement for Schools and Colleges – Home Office)

4 Faith Based Abuse:

4.1 Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'

4.2 When this type of abuse is suspected staff will make a referral will make a referral to Wirral MASH for support and guidance. School may request the advice and support of MEAS service in making their assessments.

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

5 Risk to Trafficking:

5.1 Article 3 of the Palermo Protocol to Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

(a) "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

(b) The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.

(c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in sub-paragraph (a) of this article

(d) "Child" shall mean any person under eighteen years of age.

5.2 Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

5.3 If a member of the school staff suspects that a child may have been trafficked they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children's social care are contacted immediately.

6 Risks Associated with Parent/Carer Mental Health:

6.1 The majority of Parents who suffer mental ill-health are able to care for and safeguard their children and/or unborn child.

Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in 'working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

6.2 Our approach is to recognise; seek support; instil preventive factors and monitor. The Integrated Front Door can provide links and support with Wirral Adult Social Care if required. Designated teacher should seek support through TAF with family support but escalate to the Integrated Front Door if they are concerned that the child involved is being placed at immediate risk of harm. The ***CAMHS and Early Help Resource-and-Information-Pack*** details the Early Help services available to children, young people and their families. The offer includes mental health support services

https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/

7 Drugs and Alcohol:

7.1 Children can be at risk of drugs and alcohol directly and indirectly.

They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol and built into the year 5-6 curriculum. We work with our partners and Wirral LA to provide curriculum advice and guidance in this area.

8 Honour Based Violence and Forced Marriages:

8.1 Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

8.2 'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

8.3 For more information see;

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership

http://www.karmanirvana.org.uk/

9 Managing Allegations against staff:

9.1 The Local Authority Designated Officer for Allegations (**LADO) must be told of allegations against adults working with children and young people within 24 hours.** Chairs of Governors should refer to this guidance if there is an allegation against the headteacher. This includes all cases where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

9.2 The Local Authority Designated Officer for Allegations (LADO) in Wirral is:
Suzanne Cottrell:

- **call 0151 666 4582**
- **email suzannecottrell@wirral.gov.uk**

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed by the senior manager in full and forwarded to the LADO via email within 24 hours. LADO referral form, flowcharts and information can be accessed here:

https://www.wirralsafeguarding.co.uk/professionals/lado-allegations

The LADO procedure does not replace safeguarding procedures and the **Integrated Front Door** must be contacted if you have a safeguarding concern about a child. If you require advice about your agencies response to an allegation please contact your HR provider.

The LADO can only provide advice and guidance regarding allegations in relation to a person in a position of trust. Any general safeguarding enquiries or concerns should be reported to Wirral Children's Services on 0151 606 2008 or 0151 677 6557 out of hours. The LADO cannot provide advice to professionals subject to allegations, support and *investigation updates should be sought directly from the investigating agency or employer.*

10 Preventing Radicalisation:

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

10.1 Prevent

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('The CTSA 2015')
Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015.

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism."
This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training
- IT policies.

Schools are expected to **assess the risk** of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. **It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty**.

The Prevent duty builds on **existing local partnership arrangements**. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent **awareness training** to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. *As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.*

Schools must ensure that children are safe from terrorist and extremist material when **accessing the internet** in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance is available on the WSCB website:

https://www.wirralsafeguarding.co.uk/radicalisation-and-extremism/

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support.
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

10.2 Channel

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels.

11 Child Missing Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

11.1 A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

11.2 Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

11.3 **All** schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and

neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

11.4 The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. **Schools should contact the Admissions section: Tel: 0151 666 4600.** This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

12 Child Exploitation (CE)

12.1 **Child Criminal Exploitation:** While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is:

CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes , drugs (especially cannabis), alcohol or even food and accommodation.

12.2 County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Further information and PAN Merseyside CE / CCE Documentation can be found here:

https://www.wirralsafeguarding.co.uk/child-criminal-exploitation-and-county-lines/

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

https://www.wirralsafeguarding.co.uk/child-sexual-exploitation-cse/

13 Online Safety:

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

For online safety, there is recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school.

13.1 Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or colleges IT system or use of mobile data sources. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place; together with appropriate testing mechanisms. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

For online safety, there is a recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school.

There is guidance below designed to help parents and carers to keep their children as safe as possible when online

https://www.wirralsafeguarding.co.uk/online-safety-guidance-parents/

14 Pre-Appointment Checks:

14.1 Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

14.2 When appointing new staff, schools and colleges must

- Verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and
- verify professional qualifications, as appropriate.
- carry out prohibition check for all staff with QTS
- complete a risk assessment for each volunteers to decide whether they need to do an enhanced DBS check or not. (Please note:, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check).

Further guidance can be found in Keeping Children Safe in Education (2018) this can be accessed here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

15 Single Central Record:

15.1 Schools and colleges must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

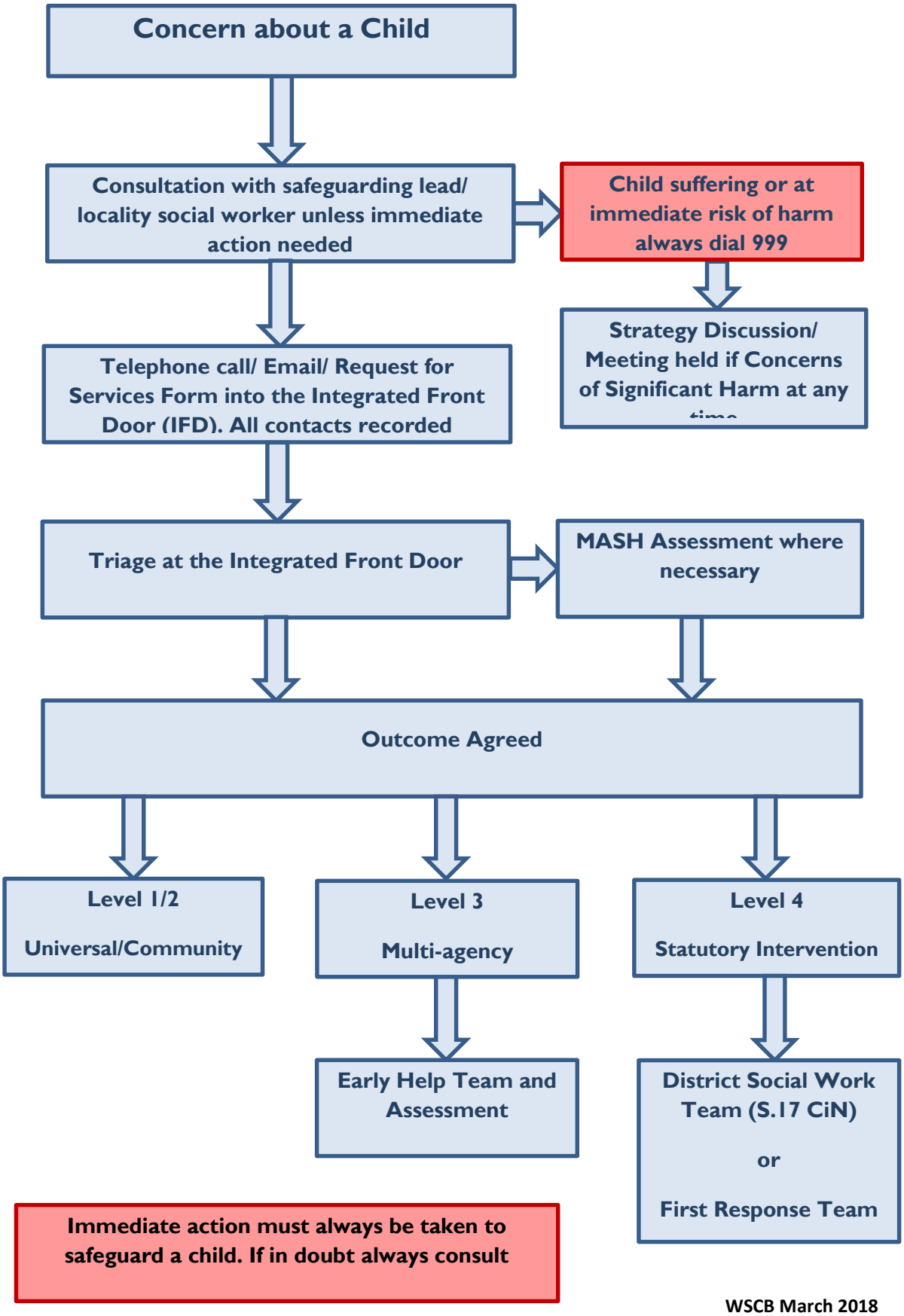
15.2 For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received

15.3 Maintained school governors

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

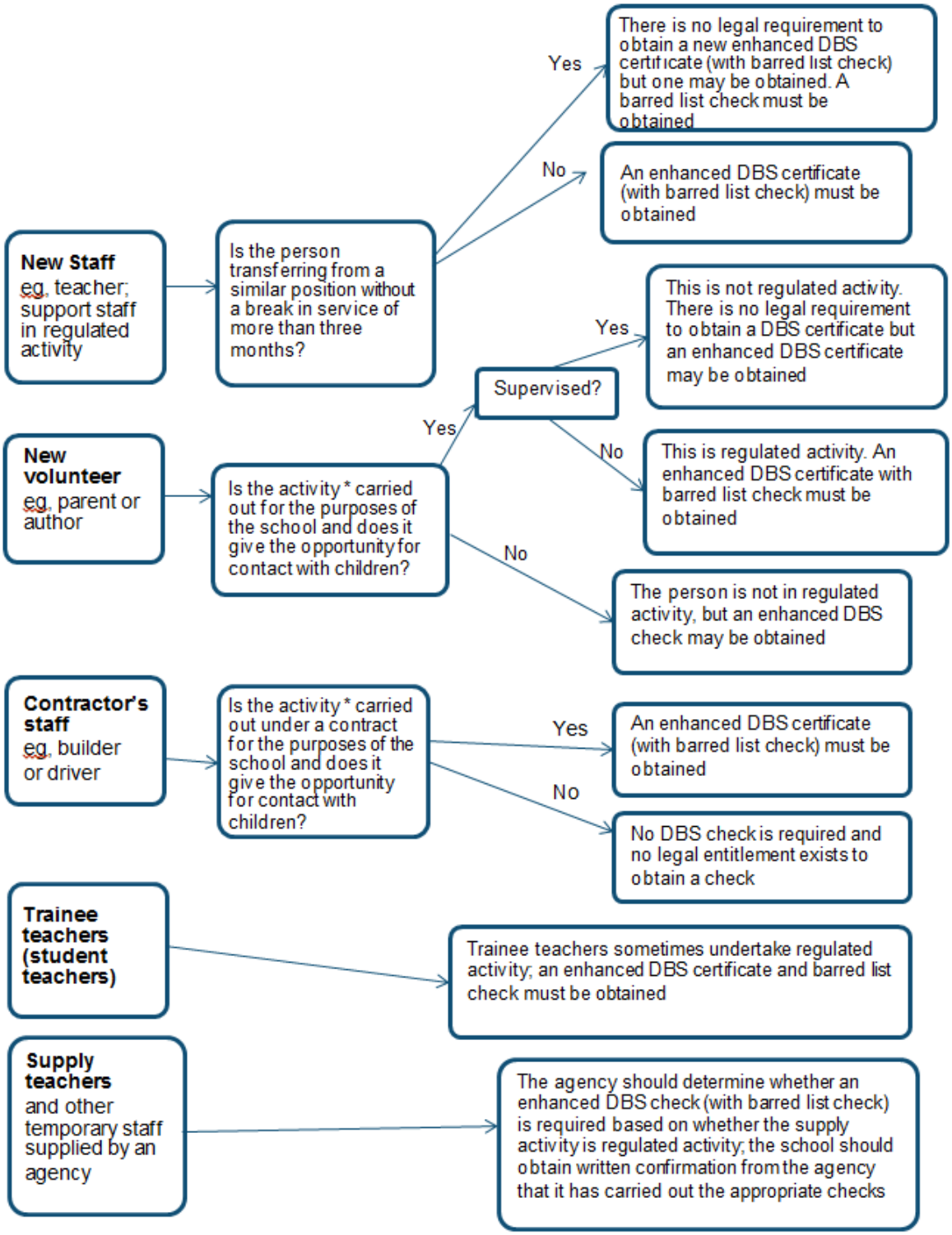
15.4 The SCR shall be updated in the light of any further legislation

Flowchart: Actions where there are concerns about a child



WSCB March 2018

Flowchart: Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

7 Minute Briefing

Neglect

1. Background

Neglect is the most common reason for referral to Childrens Services. The definition of neglect is not as objective as other forms of abuse, and so relies on professional assessment.

2. What is it?

Professionals will often intervene with physical environment cases of neglect. However the the child will often see neglect in terms of emotional issues.

3. What is it?

Neglect is not a one off event but rather an accumulation of issues over time. It can happen to children of all ages including teenagers

4. How to recognise it

Failure to provide: adequate food, shelter and clothing; adequate supervision; access to medical care; failure to protect from physical harm; unresponsive to child's emotional needs.

5. Causes

In many cases the cause is recorded as either poor parental health (54%), domestic abuse (49%), substance misuse (49%), alcohol misuse (38%). This is unlikely to be a 'quick fix'.

6. Why it matters

Neglect can be fateful and affects the global development of children. Neglect can also affect longer term development with negative consequences for physical and mental health over the lifetime

7. Action

Look out for low level concerns and intervene early to assist families before crisis. Ensure you listen to the child's story. Complete an assessment to decide on assistance needed. Refer to targeted/social care.

WIRRAL SAFEGUARDING CHILDREN BOARD

https://www.wirralsafeguarding.co.uk

7 Minute Briefing

Child Sexual Exploitation

1. Background

Child Sexual exploitation (CSE) is a form of abuse that can happen to any child irrespective of social background.

This is an issue of abuse not a lifestyle choice. Children who are sexually exploited are the victims

Male victims are very under-reported.

2. What is it?

CSE often involves a child receiving 'something' e.g. gifts, money, alcohol, drugs, cigarettes etc. for performing sexual activities. Many young people will not see themselves as victims as they are led to believe they are making their own choices, but they aren't.

3. Why it matters?

Children who become exploited in this type of abuse face huge risks to their physical, psychological and emotional health.

Victims require long term intensive support.

The perpetrators are criminals and must be pursued through the courts

4. Categories of CSE

CSE can take various forms including: Online grooming; Gang exploitation; Boyfriend/girlfriend model; Party model; Street model; Peer Model

CSE offences always include an element of grooming – manipulating a child in order to exploit them.

5. Vulnerability

Factors that will make a child more vulnerable include; Missing from home; disengaged from education; feeling alienated from family; lack of friends/peers; mental health issues; criminality.

Victims will often become secretive and estranged from family and friends.

6. Local issues

Cases referred locally go to the MASCE for review.

Most recent statistics show; 81% of referrals are for girls; the majority of cases include an aspect of internet use.

Children who go missing are particularly vulnerable.

7. Action

Recognise the warning signs of CSE. Use the screening tool and consult if you have concerns.

Make a referral to the MASH team on 0151 606 2008. Complete a CSE 1 form. Document all activity.

Further info: www.listentomystory.co.uk

WIRRAL SAFEGUARDING CHILDREN BOARD

https://www.wirralsafeguarding.co.uk/professionals/child-sexual-exploitation/

7 Minute Briefing

Domestic Abuse

1. Background

Domestic abuse can affect anyone from any background. Whilst the majority of cases are male on female violence there has been an increase of female on male violence and violence in same sex relationships.

2. What is it?

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

3. Types of abuse

Domestic abuse can take the following forms: Physical/sexual abuse and violence; psychological abuse and name-calling; financial abuse and control of money in the house; emotional abuse and emotional blackmail.

4. Why it matters?

In 90% of cases children are in the same or the next room when the incident occurs. They may be emotionally distressed witnessing abuse, or physically harmed themselves.

5. Local issues

The highest risk age for women is between 25-45. The highest risk of witnessing domestic abuse is in children aged under 5. The most referrals come from the Birkenhead area .

6. How to respond

Make sure that any immediate harm is managed. Inform the police if risk of harm is imminent. Discuss safety planning with the victim. Ensure safety of children is paramount.

7. Action

Recognise warning signs. Complete the DASH form with the adult victim (over 16) and the RIM form with the children. Make a referral to the MASH team. Refer to MARAC in those cases where risk is high.

WIRRAL SAFEGUARDING CHILDREN BOARD

https://www.wirralsafeguarding.co.uk

7 Minute Briefing

Harmful Sexual Behaviour

1. What is Harmful Sexual Behaviour (HSB)

- **HSB can be defined as : 'One or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. These can range from using sexually explicit words and phrases to full penetrative sex with other children or adults'.**

2. HSB Behaviours

- **HSB includes both contact and non- contact behaviours (e.g. grooming, sexting, taking pictures) and the young person has displayed a harmful behavioural threat (verbal, physical or emotional) to coerce, threaten or intimidate a victim.**

3. Consent

- **To give consent to sex or a sexual act a person must be 16 years old or over, understand, and be able to make a choice or change their mind. If a young person is under the age of 13 years, under the Sexual Offences Act 2003 they cannot legally consent to any form of sexual activity.**

4. Identifying HSB

- To help professionals to identify behaviour which might be harmful Brook have published a traffic light tool (available on the WSCB website)
- The tool provides a continuum of sexual behaviours from normal and healthy to harmful and provides a resource to identify, assess and respond appropriately to sexual behaviours

5. Response to children displaying HSB

- Using guidance document and traffic light tool professionals assess whether behaviour is healthy, inappropriate or harmful
- Any inappropriate or harmful behaviour triggers completion of a request for services form and strategy meeting

6. Key Information

- Around 90% of children who engage in HSB are adolescent boys
- Common features amongst children who present with HSB are a history of multiple abuse and disadvantage, and having a learning disability
- Both perpetrators and victims must be viewed under safeguarding and child protection procedures

7. Useful Links

WSCB Multi-agency guidance:

https://www.wirralsafeguarding.co.uk/procedures/6-3-children-young-people-display-sexually-inappropriate-harmful-behaviour/

Brook Traffic Light Tool:

https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

WIRRAL SAFEGUARDING CHILDREN BOARD

https://www.wirralsafeguarding.co.uk/harmful-sexual-behaviour/

7 Minute Briefing

Private Fostering

1. Background

Since the Childrens Act 2004 it has been a legal responsibility for Local Authorities to recognise, monitor and support any child in their area that is being 'privately fostered'.

2. What is Private Fostering?

This is an informal arrangement where a child up to the age of 16 (or 18 if registered with a disability) is living with someone not classed as family under the Childrens Act 1989, for a period of 28 days or more.

3. Why it matters?

It is believed a lot of children are living in these circumstances unrecognised which could lead to abuse.

Victoria Climbie was brought into the country by a distant relative who went on to abuse and murder her.

4. Considerations

The period of the arrangement could be broken by a brief visit home may still be classed as Private Fostering. So does not need to be 28 days consistently.

The parents will still hold Parental Responsibility and will need to be consulted when decisions about care are made.

5. Responsibility of the Private Fosterer

To notify the Local Authority before entering into any arrangements.

To agree to checks and assessment being made.

To agree the terms of the care with the parents or whoever holds parental responsibility.

6. Responsibility of Local Authority

Complete a Child in Need Assessment of suitability.

Complete checks on the adults in the household, DBS, Criminal Records.

Assign an IRO to undertake regular reviews of the circumstances.

7. Action

Recognise when a child you are working with may be in this situation, or about to be.

Make a safeguarding referral to the MASH Team on 0151 606 2008.

Give as much information about the child and the circumstances as possible.

WIRRAL SAFEGUARDING CHILDREN BOARD

https://www.wirralsafeguarding.co.uk/private-fostering/

1 What is SFEF?

Supporting Families Enhancing Futures (SFEF) is a new model for working with children, young people and their families across levels 3 and 4 (Team Around the Family, Child in Need and Child Protection) of the Wirral Continuum of Need.

2 The principles of SFEF

1. Understand the world of the child(ren).
2. Understand the world of the adults
3. Recognise family strengths as well as concerns.
4. Engage families in the change process.
5. Measure change through actions and interventions that lead to child-focused outcomes.

3 The lived experience

The focus of the model is on understanding how issues within the family affect the child's daily lived experience. After a referral is made the child is spoken to about their 'day' from the moment they wake up to the moment they go to sleep. In this process their thoughts and feelings will be explored.



4 Single assessment

All practitioners in contact with the family will then be asked to feed into a single assessment. In the case of Child in Need and Child Protection this will be done via Liquid Logic. This assessment is co-ordinated and analysed by the Social Worker. All practitioners and the family will see the final assessment before the first multi-agency meeting.

5 Multi-agency meetings

The meeting room should be set up in a horseshoe shape with the focus being on the issues identified in the assessment, which are displayed at the front of the room. The focus of the discussion is then on how any issues will be addressed. The family are involved in this discussion with their views on concerns and strengths being explored.

6 Traffic lights

Traffic lights will be used as an easy visual representation of levels of concern.

RED - developmental needs are not being met likely to cause significant harm to the child
AMBER - developmental needs are not being met may impact on the health and development of the child
GREEN - developmental needs are being met

7 The plan

The plan will identify: Recognised strengths of the family: What professionals are concerned about (what needs to change): Who is going to complete actions (and by when).

The plan will be reviewed regularly to measure positive changes to the lived experience of the child(ren).

WIRRAL SAFEGUARDING CHILDREN BOARD

https://www.wirralsafeguarding.co.uk/professionals/supporting-families-enhancing-futures/

1 What is an escalation?

If you feel that a practitioner or an agency is not acting in the best interests of the child, young person or family, you have a responsibility to respectfully challenge the practitioner or agency, and escalate your concerns..

2 When would you escalate?

When working with practitioners from other agencies there will at times be differences of opinion or concerns about professional practice in relation to a child, young person or family.
The new WSCB procedure outlines the escalation process including timescales and principles for resolution.
There are 4 key stages to resolving multi- agency escalations.

3 Stage 1

- Initial attempts should be made **between workers** to resolve the issue
- If resolution cannot be achieved professionals must escalate to their **safeguarding lead and/or team manager**
- Take Action Within 24 Hours of Concern
- Record the escalation
- Notify the WSCB

4 Stage 2

- The Line Manager/Safeguarding Lead should discuss the concerns/response with their opposite manager in the other agency.
- If resolution cannot be achieved professionals must notify their Senior Managers (or in the case of schools the Chair of Governors alongside the Head)
- WSCB to be notified if resolved

5 Stage 3

- The Senior Manager will escalate to the WSCB Board Representative who will arrange a meeting to seek resolution.
- If agreement cannot be achieved, the matter should be brought to the attention of the WSCB Business Manager who will refer the matter to the WSCB Chair.

6 Stage 4

- The WSCB Chair will seek written representation, and may request a meeting with those involved.
- The WSCB Chair will make a recommendation on the most appropriate way to proceed and communicate this within 5 days of notification.

7 Record keeping

- Agencies should record their use of the Escalation Procedure (Stages 1-3) and be able to report outcomes of escalations to the WSCB.
- The child's record should be updated
- The WSCB will keep a record of all escalations and outcomes at Stage 4, and may request information about the outcomes of escalations at Stages 2 and 3.



WIRRAL SAFEGUARDING CHILDREN BOARD

https://www.wirralsafeguarding.co.uk/procedures/10-2-multi-agency-escalation-procedure/

WIRRAL SAFEGUARDING CHILDREN BOARD

WSCB Thresholds on a Page

'Right Service Right Time'

	Universal Services Level 1	Additional Support Level 2	Targeted Support Level 3	Statutory Services Level 4
The child (including unborn):	Has needs met within universal provision (e.g. Schools, GPs). May need limited intervention to avoid needs arising.	Has additional needs identified that can be met through a single agency response and partnership working.	Has multiple needs requiring a multi-agency coordinated response with a lead professional.	Has a high level of unmet and complex needs and is a child in need or at risk of or suffering significant harm.

Practitioners should always use their professional judgement; the following circumstances and key features are for guidance only

Circumstances and Key Features	Development needs of baby (inc. unborn) or child **Health, e.g.** • Physically well • Adequate diet/hygiene/clothing • Developmental checks/immunisations up-to-date • Regular dental and optical care • Health appointments are kept • Developmental milestones met • Speech and language development met **Education and Learning, e.g.** • Skills/interests • Success/achievement • Cognitive development • Access to books/toys/play • Good engagement • Engaged in full time education, training or employment **Emotional and Behavioural Development, e.g.** • Feelings and actions demonstrate appropriate responses • Good quality early attachments • Able to adapt to change • Able to demonstrate empathy **Parents and Carers** **Basic Care** • Provide for child's physical needs, e.g. food, drink, appropriate clothing, medical and dental care **Ensuring Safety** • Protection from danger or significant harm, in the home and elsewhere **Emotional Warmth** • Show warm regard, praise and encouragement **Stimulation** • Facilitates cognitive development through interaction and play • Enable child to experience success **Guidance and Boundaries** • Provide guidance so that child can develop an appropriate internal model of values and conscience • Significant understanding and good communication **Stability** • Ensure that secure attachments are not disrupted • Provide consistency of emotional warmth over time • Ensure children access the education available to them **Identity, e.g.** • Positive sense of self and abilities • Demonstrates feelings of belonging and acceptance • A sense of self • Ability to express needs **Family and Social Relationships, e.g.** • Stable and affectionate relationships with care givers • Good relationships with siblings • Positive relationships with peers **Social Presentation, e.g.** • Appropriate dress for different settings • Good level of personal hygiene **Self-care Skills, e.g.** • Growing level of competencies in practical and emotional skills, such as feeding, dressing and independent living skills **Family History and Functioning** • Good relationships within family, including when parents are separated • Few significant changes in family composition **Family and Environmental** **Wider Family** • Sense of larger familial network and good friendships outside of the family unit **Housing** • Accommodation has basic amenities and appropriate facilities meets the child's needs **Employment** • Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful **Income** • Reasonable income over time, with resources used appropriately to meet individual needs **Family's Social Integration** • Family feels integrated into the community • Good social and friendship networks exist **Community Resources** • Good universal services in neighbourhood • Perceived as promising episodes **Sexual Exploitation** • Young person does not display any vulnerabilities to being sexually exploited.	Development needs of baby (inc. unborn) or child **Health, e.g.** • Declining on immunisations/checks • Is susceptible to minor health problems • Slow in reaching developmental milestones • Minor concerns re diet/hygiene/clothing • Smokes • Some concerns about use of drugs and/or alcohol • Starting to default on health appointments • Confidence problems, over/under weight • Teenage pregnancy (targeted service) • Young person is beginning to engage with sexual health issues/ decreasing the risk of harm **Education and Learning, e.g.** • Has some identified special education learning needs • Poor punctuality • Pattern of irregular school absences • Some engagement/contact with pastoral network • Not always engaged in learning, e.g. poor concentration, low motivation and interest • Not thought to be reaching his/her educational potential • Reduced access to books/toys • Registered in full time education/training or employment with irregular attendance **Emotional and Behavioural Dev. e.g.** • Some difficulties with peer group relationships and with adults • Single episode of self-harm (inc. substance misuse) • Some evidence of inappropriate responses and actions • Can find managing change difficult • Starting to show difficulties expressing empathy **Identity, e.g.** • Some insecurities around identity expressed, e.g. lowered self-esteem for learning • May experience bullying around "difference" • Some sense of own and others sexual rights **Family and Social Relationships, e.g.** • Some support from family and friends • Has some difficulties sustaining relationships **Social Presentation, e.g.** • Can be over-friendly or withdrawn with strangers • Can be provocative in appearance and behaviour • Personal hygiene starting to be a problem **Self-care Skills, e.g.** • Not always adequate self-care, e.g. poor hygiene • Slow to develop age-appropriate self-care skills **Family and Environmental** **Family History and Functioning** • Parents have some conflicts or difficulties that can involve the children • Has experienced loss of significant adult, e.g. through bereavement or separation • May be needed to look after younger siblings • Parent has physical/mental health difficulties • Multiple changes of address **Wider Family** • Some support from friends and family **Housing** • Adequate/poor housing • Family seeking asylum or refugees • Child is generally satisfied with accommodation. • Accommodation meets most of the needs of child. Some concerns about longer term stability **Employment** • Periods of unemployment of parent(s) • Parents have limited formal education • Parents starting to feel stressed around unemployment or work situation **Income** • Low income **Family's Social Integration** • Family may be new to the area • Some social exclusion experiences **Community Resources** • Adequate universal resources but family may have access issues **Sexual Exploitation** • Some concerns e.g. the child has an older boyg/girlfriend	Development needs of baby (inc. unborn) or child **Health, e.g.** • Concerns re diet, hygiene, clothing • Has some chronic health problems • Missing routine and non-routine health appointments • Suspected drug and/or alcohol use or dependency • Developmental milestones are unlikely to be met • Concerns around mental health • Teenage pregnancy (multi agency response) • No engagement with sexual health issues/health is at risk **Education and Learning, e.g.** • Significant learning needs and may have an Education, Health and Care Plan • Poor school attendance and punctuality. Either early stages or sporadic contact with pastoral network • Some fixed term exclusions • Not engaged in Education or reaching Educational potential • Not engaged in education, training, or employment, BUT shows an interest in accessing educational or training opportunities • Emotional and Behavioural Development, e.g. • Finds it difficult to cope with anger, frustration and upset • Disruptive/challenging behaviour at school or in neighbourhood and at home • Cannot manage change • Unable to demonstrate empathy • Repeated episodes of self-harm **Parents and Carers** **Basic Care** • Difficult to engage parents with services • Parent is struggling to provide adequate care • Previously looked after by Local Authority • Professionals have serious concerns regarding e.g. parental drug and alcohol misuse, learning difficulties, mental health etc • Frequent and short-lasting episodes – possible indicator of sexual exploitation **Ensuring Safety** • Perceived to be a problem by parents • May be subject to neglect • Experiencing chaotic situations **Emotional Warmth** • Receives erratic or inconsistent care • Has episodes of poor quality of care • Parental inability exhibits capacity to nurture • Has no other positive relationships • Poor and negative communication, some warmth **Stimulation** • Not receiving positive stimulation, with lack of new experiences or activities **Guidance and Boundaries** • Erratic or inadequate guidance provided • Parent does not offer a good role model, e.g. by behaving in an anti-social way Concerns raised that young person may be exposed other young people to risk **Stability** • Has multiple carers • Has been "looked after" by the Local Authority **Identity, e.g.** • Is subject to discrimination, e.g. racial, sexual or due to disabilities • Demonstrates significantly low self-esteem in a range of situations • No awareness of own rights and sexual risk awareness, some sense of others **Family and Social Relationships, e.g.** • Has lack of positive role models • Misses school or leisure activities • Peers also involved in challenging behaviour • Involved in conflicts with peers/siblings • Regularly needed to care for another family member **Social Presentation, e.g.** • Is provocative in behaviour/appearance • Clothing is regularly unwashed • Hygiene problems **Self-care Skills, e.g.** • Poor self-care for age, including hygiene • Precociously able to care for self **Family and Environmental** **Family History and Functioning** • Incidents or domestic violence between parents • Acrimonious divorce/separation • Family have serious physical and mental health difficulties **Wider Family** • Family has poor relationship with extended family or little communication • Family is socially isolated **Housing** • Poor state of repair, temporary or overcrowded • In temporary accommodation **Employment** • Parents experience stress due to unemployment or "overworking" • Parents find it difficult to obtain employment due to poor basic skills **Income** • Serious debts/poverty impact on ability to have basic needs met **Family's Social Integration** • Parents socially excluded • Lack of/ass upport in the work **Community Resources** • Poor quality universal resources and access problems to these and targeted services **Sexual Exploitation** • Child is vulnerable to being sexually exploited through missing episodes, drug and/or alcohol misuse or other similar vulnerabilities	Development needs of baby (inc. unborn) or child **Health, e.g.** • Has severe/chronic health problems • Persistent substance misuse. Appears to be dependent on drugs and/or alcohol • Developmental milestones unlikely to be met • Teenage pregnancy (acute level of need) • No engagement with sexual health issues/health is at risk • Serious mental health issues **Education and Learning, e.g.** • Is out of school. No engagement or contact with pastoral networks in school • Permanently excluded from school or at risk of permanent exclusion • Has no access to leisure activities • Not engaged in education, training or employment. Shows no interest in accessing educational or training opportunities **Emotional and Behavioural Development, e.g.** • Regularly involved in anti-social/criminal activities • Puts self or others in danger, e.g. missing from home or care • Suffers from periods of depression • Suicide attempts • Child is at risk of sexual exploitation **Parents and Carers** **Basic Care** • Parents unable to provide "good enough" parenting that is adequate and safe. Including unborn children • Parents' mental health problems or substance misuse significantly affect care of child • Parents unable to care for previous children • Frequent and prolonged missing episodes **Ensuring Safety** • There is instability and violence in the home continually • Parents involved in crime • Parents unable to keep child safe • Victim of crime **Emotional Warmth** • Parents inconsistent, highly critical or sparse in affection towards child • Poor communication, low warmth, attachment or trust **Stimulation** • No consistent leisure time or guided play **Guidance and Boundaries** • No effective boundaries set by parents • Regularly behaves in an anti-social way in the neighbourhood **Stability** • Beyond parental control • Has no-one to care for him/her **Identity, e.g.** • Experiences persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability • Is socially isolated and lacks appropriate role models • No sexual awareness or assertiveness or rights **Family and Social Relationships, e.g.** • Periods of being accommodated by the Local Authority • Family breakdown related in some way to child's behavioural difficulties • Subject to physical, emotional or sexual abuse or neglect, including children subject to child protection plans • Is main carer for family member • Unaccompanied asylum seekers • Where parents have made private fostering arrangements **Social Presentation, e.g.** • Poor and inappropriate self-presentation **Self-care Skills, e.g.** • Neglects to use self-care skills due to alternative priorities, e.g. substance misuse **Family and Environmental** **Family History and Functioning** • Significant parental discord and persistent domestic violence • Poor relationships between siblings **Wider Family** • No effective support from extended family • Destructive/unhelpful involvement from extended family **Housing** • Physical accommodation places child in danger • Homeless **Employment** • Chronic unemployment has/has severely affected parents' own identities • Family unable to gain employment due to significant lack of basic skills or long-term difficulties, e.g. substance misuse **Income** • Extreme poverty/debt impacting on ability to care for child **Family's Social Integration** • Family chronically socially excluded • No supportive network **Community Resources** • Poor quality services with long-term difficulties with accessing target populations **Sexual Exploitation** • Child has disclosed current exploitation; although young person may not recognise it as this. Evidence child is suicidal or at clear risk of being a suicidal of sexual exploitation
What do I do next?	Go direct to a Universal Service.	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Consider Early Help offer – https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/ Referral to single agency to meet identified need	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Initiate a multi-agency early help response – Complete a Multi-agency request for services form for a level 3 intervention https://www.wirralsafeguarding.co.uk/multi/concerned-about-a-child/	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Complete a Multi-agency request for services form for a level 4 intervention https://www.wirralsafeguarding.co.uk/multi/concerned-about-a-child/ Phone 0151 6062008 Out of hours emergency duty team 0151 6776557 Police 999 if at immediate risk.
Where can I get help?	Children's Centres, play centres, GP surgeries, dentists, pharmacies, opticians, health visitors, schools and school nurses, youth services and voluntary/community organisations are good sources of advice & help.	Level 1 services and youth support services, family nurse partnership, CAMHS, Response service, EMS service, services through early help offer, locality social worker	Level 1 & 2 services and family intervention service, Catch22	Level 1-3 services and integrated front door (0151 606 2008), all descriptions team, Catch22, family safety unit
Level of Assessment	Assessment by universal service as appropriate	Consider a multi-agency CAF Assessment Tools to support assessment and referral: https://www.wirralsafeguarding.co.uk/tools-for-professionals/ CAMHS assessment	CAF and Team Around the Family intervention Tools to support assessment and referral: https://www.wirralsafeguarding.co.uk/tools-for-professionals/ CAMHS assessment	Section 17 Child in need single assessment Section 47 (Child Protection) enquiries' / Child protection plan Tools to support assessment and referral: https://www.wirralsafeguarding.co.uk/tools-for-professionals/

County Lines Drugs & Exploitation Spot the Signs

County Lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phones or 'deal lines'. It involves child criminal exploitation as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being



County Lines is a major , cross-cutting issue involving drugs, violence, gangs, safeguarding , criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations.

If you have safeguarding concerns ring the Integrated Front Door on 0151 606 2008. If you believe a child is being harmed called 999

Intelligence and information about crimes can be reported anonymously to Crimestoppers on **0800 555111** or by phoning the police on **101**

https://www.wirralsafeguarding.co.uk/county-lines-drugs-exploitation/

https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable

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