ST BRIDGET'S C of E PRIMARY SCHOOL

Safeguarding & Child Protection Policy

Policy Written September 2017

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.

Draft review for 2017-2018
AD version 1 June 27th '17

St. Bridget's CE Primary

Safeguarding Policy and Procedure

This policy was adopted by the Governing Body on January 2017

This policy is due for review on September 2018

Key contacts

Role	Name	Contact
Designated Safeguarding Lead	Neil Le Feuvre	01516257652
Deputy Designated Safeguarding Lead	Emma Johnson	01516257652
Nominated governor for Safeguarding and C P	Mrs McHattie	01516257652
Chair of Governors	Dr Darby	01516257652
Local Authority Designated Officer	Suzanne Cottrell	0151 666 4582 07780508918
	In the absence of the LADO officer, the duty IRO officer from the team cover this role and the contact number for them 666 4442	
WSCB Head of Safeguarding and Prevent lead for LA	Kerry Mehta	0151 666 5574
Prevent Team Merseyside Police	DS Darren Taylor	01517778311 Darren.F.Taylor@merseyside.police.uk
Interim Director of Children's Services	Debora Gornik	0151 606 2000
Integrated Front Door (Formerly CADT)	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

St Bridget's CE Primary School Record of Safeguarding Training

	Date completed	Next due date
Whole School Safeguarding Training Due every three years	Teachers and Teaching Assistants January to April 2016 –online with HAYS annually	April 2017
Senior Designated Person Level 2 Due every 2 years	Neil Le Feuvre - October 2016	October 2018
Deputy Designated Safeguarding Lead Level 2 Due every 2 years	Emma Johnson - January 2017	January 2019
Safer Recruitment Training Name & Date of training Due every 5 years	Neil Le Feuvre - September 2016 NSPCC	September 2021
Whole School Staff Refresher/updates Annual	Whole staff January to April 2016	April 2017
Governor Training	All Governors April 2016	April 2017

In this school records of training are recorded by Senior Designated Person

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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.

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 other 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 Local 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 cooperate 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***



Working-Together-to
-Safeguard-Children2

- ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016***



Keeping_children_saf
e_in_education_guida

All procedures can be found on the WSCB website :
https://www.wirralsafeguarding.co.uk/

5 ROLES AND RESPONSIBILITIES

5.1 The school's lead person with overall designated responsibility for safeguarding is Mr Neil Le Feuvre We have a deputy safeguarding lead, Mrs 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 Mrs Sharron McHattie** 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 Dr Sue Darby. **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 linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. 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 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. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' **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. This is located in the staff handbook information on the shared staff drive in school.

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

- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- 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;
- ensuring the school curriculum 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'
- Sexting – Children in Year 5 and 6 will be informed about the implications of sexting and how, once a picture has been sent, this image can never fully be removed from the world wide web.
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying; (Our anti-bullying policy can be found on the school website)
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- the school behaviour policy is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- liaising with other 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.
- School will 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. There is further information about Private Fostering in Appendix C
- **There is an advice line to speak to the Primary Mental Health Workers: 0151 488 8453**

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 (Formerly Central Advice and Duty Team (CADT) / Multi Agency Safeguarding Hub) 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:***

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not lead or put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to request services from the Integrated Front Door (formerly CADT)
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- 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, March 2015:



What_to_do_if_you_re_worried_a_child_is

RECORD KEEPING

8.2 All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing, dated and signed.

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.

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

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 consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

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 (Formerly CADT / MASH) 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 consent to making a Request for Services, 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 request for services if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

9.9 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 (Formerly CADT / MASH.)

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

9.11 When you make your referral, you should agree with The Integrated Front Door (Formerly CADT / MASH) what the child and parents will be told, by whom and when.

MAKING A REQUEST FOR SERVICE

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

E-mail: cadtsocialcare@wirral.gcsx.gov.uk

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 Service form that can be found at:
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 the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016.* 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, Section 9.
A check of any prohibition can be carried out using the Teacher Services' system that may be found here:
https://www.gov.uk/guidance/teacher-status-checks-information-for-employers
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, Section 10 for information on Single Central Record. In this school the Single Central Record is available at: Mrs Harland in the school office

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.

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 2016 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 The Designated Safeguarding Lead 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/have access to/are encouraged to…. undergo governor specific online awareness training at least every two years. 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.

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 our 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, embedding recommendations into practice and completing 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 2016.* 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.

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.

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 here: 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 without delay any deficiencies and weaknesses identified in child protection arrangements.

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 are made aware of any amendments to policies and procedures.

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 (Formerly CADT / MASH) 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 on **WSCB Escalation Procedures is described in Annexe C**

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.

2.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns.

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.

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 Link with Wirral Safeguarding Children Board to identify appropriate training opportunities for relevant staff members and refer to the safeguarding issues listed on Page 12 of 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 induction and training.

WSCB Multi-agency training courses can be found here:

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

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/schools/

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 in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (March 2015)* 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.

Thresholds

Reference will be made to the **WSCB thresholds prior to making a "Request for Services":**



WSCB-Thresholds-on-a-Page-1.pdf

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 and make a request for service to the Integrated Front Door.

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 a request for service to be made to the Integrated Front Door.

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.

APPENDIX C FURTHER INFORMATION

1 Further information on Child Sexual Exploitation (CSE)

The government launched the revised definition of Child Sexual Exploitation on 16th February 2017 along with new working together advice on CSE. The revised definition is detailed below:

Revised statutory definition of 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.

The new working together advice on CSE and the new definition can be found here:

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of a 'chronology' will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Child Sexual Exploitation guidance and documents including the protocol, screening tool, referral form and practice guidance:

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

2 Further Information on 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.

2.1 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.

2.2 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.

2.3 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 CADT / MASH as appropriate.

3 Further Information of Fabricated Illness

3.1 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.

3.2 Where this is identified and considered a risk a request for service will be made to Wirral Integrated Front Door for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists etc.

4 Further information on 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 request for service from the Integrated Front Door. School have purchased the advice and support of MEAS service in making their assessments.

5 Further information on Children at risk of Criminal Exploitation including Gang and Youth Violence

5.1 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 (Working Together 2010)

5.2 **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)

6 Further information on Risk to Trafficking

6.1 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.

6.2 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.

6.3 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.

7 Further information on Risks Associated with Parent/Carer Mental Health

7.1 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).

7.2 Our approach is to recognise; seek support; instill preventive factors and monitor. Wirral 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.

8 Further information on Drugs and Alcohol

8.1 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 are built into the Year 5-6 curriculum. We work with our partners at DARA (Drug, Alcohol, & Relationships Awareness Project) and Wirral LA to provide curriculum advice and guidance in this area.

9 Honour Based Violence and Forced Marriages

9.1 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.

9.2 '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.'

9.3 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/

10 Further information on Domestic Violence

10.1 The cross-government definition of domestic violence and abuse is:
Any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to:

- psychological
- physical

- sexual
- financial
- emotional

10.2 In Wirral MARAC unit and Operation Encompass was developed in order to provide a multi-agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at MARAC are ones where children are not already open to Social Care.

10.3 If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category.

11 Further Information on 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. It can happen in many different ways and settings. 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.

11.1 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. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

11.2 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.


channel-panel-referr
al-and-assessment-fc

12 FURTHER INFORMATION ON MANAGING ALLEGATIONS AGAINST SCHOOL STAFF

12.1

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

12.2 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.

Allegations Referral Form to fill in and send to : suzannecottrell@wirral.gov.uk	 LADO allegations referral form.doc
WHAT TO DO IF YOU RECEIVE AN ALLEGATION AGAINST A STAFF MEMBER : the first five minutes	 Safeguarding_emplo yers.pdf
This leaflet is :What happens when an allegation has been made about you?	 669 Safeguarding_employ
This leaflet is to give to parents /carers "You are receiving this leaflet as information has been received which alleges the child or young person you care for may have been harmed by an adult working in a position of trust."	 669 Safeguarding_parent

LADO 2 Closure Form	 LADO 2 Form - Closures.pdf
LADO process poster for professionals	 WSCB LADO Poster for Professionals FIN

For more information please see the WSCB website:
https://www.wirralsafeguarding.co.uk/professionals/lado-allegations/

13 Further information on a Child Missing from 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.

13.1 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.

13.2 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.

13.3 **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.

13.4

- All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations. Schools should contact the Admissions section: Tel: 0151 666 4600.

  This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

- When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

- Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii)

- All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

- When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

Please note that for the vast majority of schools [those publicly funded] duties in relation to leavers and new starters are fulfilled by completing the relevant fields in school's SIMS system which is then uploaded into the Council's Capita ONE System, usually on a weekly basis.

Queries in relation to the Capita ONE system should be referred to Jane Cowden [Team Manager, Data Information Team, Tel. 666 4362. E-mail: janecowden@wirral.gov.uk]

Queries in relation to school transfers may be referred to Sally Gibbs [Team Manager, School Admissions Team, Tel. 666 4600. E-mail: sallygibbs@wirral.gov.uk]

Referrals for Children Missing from Education should be made to Karen Barry [CME Officer, Tel. 666 4966. E-mail: karenbarry@wirral.gov.uk]

Queries in relation to school attendance and Elective Home Education may be referred to Mike Clarke [Team Manager, Education Social Welfare Service, Tel. 666 4934. E-mail: mikeclarke@wirral.gov.uk]

14 FURTHER INFORMATION ON ESCALATION PROCEDURES

Headteacher/Safeguarding Lead in school is unhappy with the response or decision from another agency regarding the safeguarding of a child and attempts to resolve it have not been successful.

Within one day the Headteacher/Safeguarding Lead should contact David Robbins who will provide details of the manager of the service with which there is disagreement.
davidrobbins@wirral.gov.uk

Within one day the Headteacher/Safeguarding Lead makes contact with the manager of the agency. **Within one working week** attempts are made to resolve the disagreement.

If the disagreement is not resolved to the satisfaction of the Headteacher/Safeguarding Lead then he or she should inform the Consultant Headteacher **within one working week**:
Primary – Andy Davies
daviesa@wirral.gov.uk
Secondary – Phil Sheridan
philsheridan@wirral.gov.uk

The Consultant Headteacher will arrange to meet the appropriate WSCB agency representative.
Consultant HT will report back to the Headteacher/Safeguarding Lead who initiated the escalation.

If the Headteacher/Safeguarding Lead /Consultant HT are still dissatisfied with the outcome **within one day** they will escalate to David Robbins, WSCB Business Manager, who will inform the WSCB executive and Chair.

14.1 Forms should be completed and returned to David Robbins, WSCB Business Manager. Forms are embedded in this document:

http://wirrallscb.proceduresonline.com/chapters/p_esc_ch_soc.html

15 FURTHER INFORMATION ON PRIVATE FOSTERING

Private fostering is when a child under the age of 16 (under 18 if SEND) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Where schools and colleges have not been involved in making the arrangement but a member of staff or volunteer at a school or college becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if SEND) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for Safeguarding. The school or college should notify CADT / MASH of the circumstances, and CADT / MASH will check that the arrangement is suitable and safe for the child.

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

16 FURTHER INFORMATION ON 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

16.1 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. 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.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

17 FURTHER INFORMATION ON PRE-APPOINTMENT CHECKS

All new appointments

17.1 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.

17.2 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, then prospective employers, or volunteer managers, should 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

Further guidance can be found in Keeping Children Safe in Education Pg. 26

18 FURTHER INFORMATION ON SINGLE CENTRAL RECORD

Single central record

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

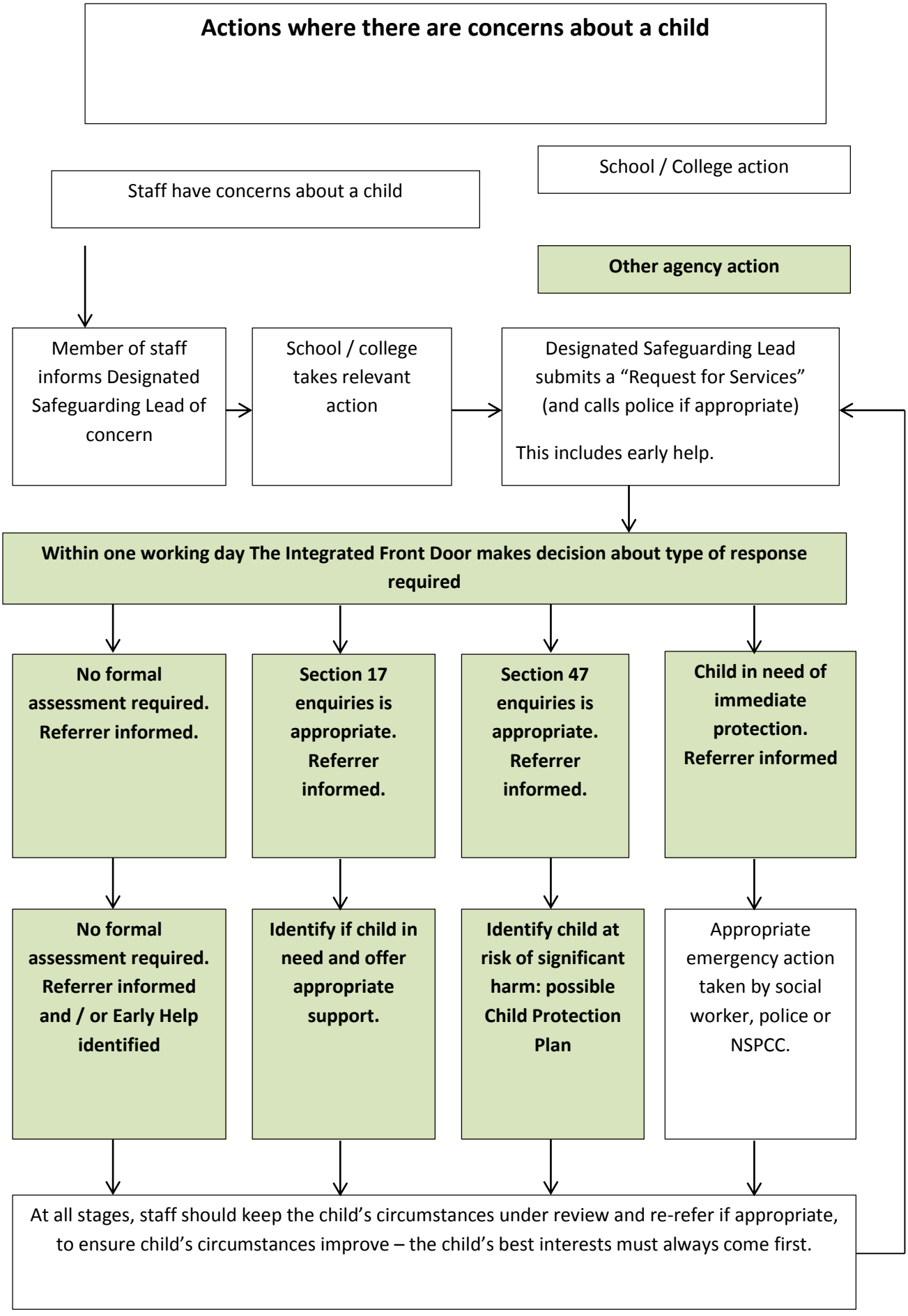
- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following 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.

18.2 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

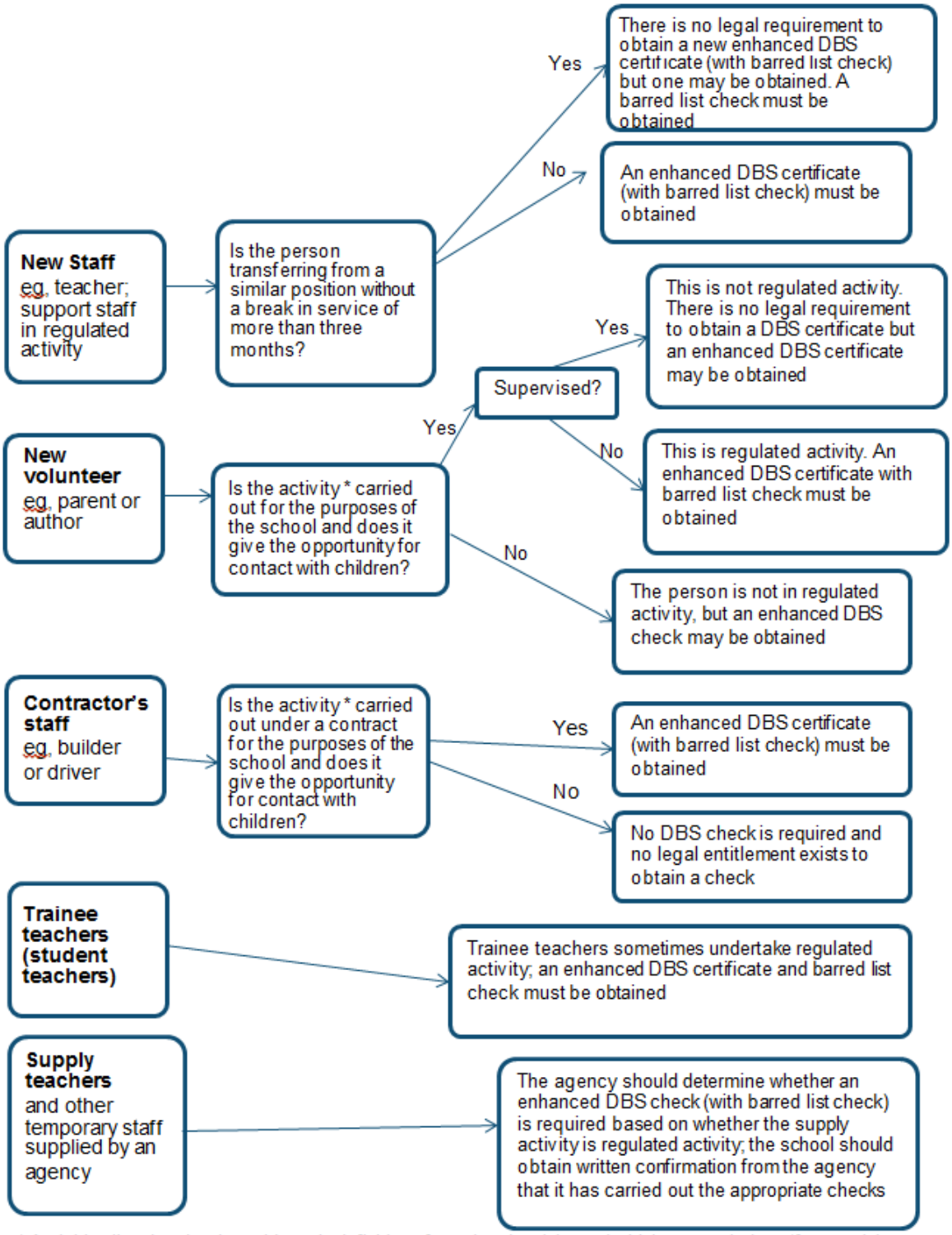
18.3 Maintained school governors

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

18.4 The SCR shall be updated in the light of any further legislation. In this school the SCR is maintained by Mrs Kirsty Harland.


Actions where there are concerns about a child
School / College action
Staff have concerns about a child
Other agency action
Member of staff informs Designated Safeguarding Lead of concern
School / college takes relevant action
Designated Safeguarding Lead submits a "Request for Services" (and calls police if appropriate)
This includes early help.
Within one working day The Integrated Front Door makes decision about type of response required
No formal assessment required. Referrer informed.
Section 17 enquiries is appropriate. Referrer informed.
Section 47 enquiries is appropriate. Referrer informed.
Child in need of immediate protection. Referrer informed
No formal assessment required. Referrer informed and / or Early Help identified
Identify if child in need and offer appropriate support.
Identify child at risk of significant harm: possible Child Protection Plan
Appropriate emergency action taken by social worker, police or NSPCC.
At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure child's circumstances improve – the child's best interests must always come first.

Flowchart of 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'