

St. Michael & All Angels Primary School



Safeguarding / Child Protection Policy & Procedures 2022/2023

This policy was adopted on	Date July 2022
By Name:	Fr A Rowlands
Position:	Chair of Governors
Signature:	on behalf of St. Michael & All Angels Primary School
This Policy was updated in July 2022 & will be reviewed or replaced no later than September 2023– Version 9	

1.0 Rationale

At St. Michael & All Angels School we provide a safe, secure environment, which is built on a culture of trust; where children can have their varied needs met by a team of caring professionals. However, on some occasions pupils' will be vulnerable, or will not feel safe and secure; this document sets out guidance to assist when we are faced with such safeguarding issues.

The aim of this policy is to promote a safe environment where child safeguarding concerns can be managed in an appropriate way.

Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local authority children's social care.

Keeping Children Safe in Education, 2022

St Michael & All Angels acknowledges its duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities set out in Section 175 / 157 of the Education Act 2002, government guidance, and complies with best practice and Ofsted requirements.

This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school, in a safe and child centred environment, are protected from abuse whilst participating in education or outside of the activity.

The school also understands that some children, including disabled children and young people, or those from ethnic minority communities, can be particularly vulnerable to abuse, and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of this safeguarding / child protection policy the school will.

- ◆ Promote and prioritise the safety and wellbeing of children and young people
- ◆ Ensure everyone understands their roles and responsibilities in respect of safeguarding and child protection

- ◆ Ensure everyone is provided with appropriate learning opportunities to recognise, identify, and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- ◆ Ensure appropriate action is taken in the event of incidents/concerns of abuse and ensure support is provided to the individual/s who raise or disclose the concern
- ◆ Ensure that confidential, detailed, and accurate records of all safeguarding concerns are maintained and securely stored
- ◆ Prevent the employment/deployment of unsuitable individuals
- ◆ Help protect children and young people from extremist and violent views
- ◆ Ensure robust safeguarding arrangements and procedures are in operation

As part of our safeguarding ethos, we encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. We will ensure that reasonable steps are taken to ensure visitors to the school do not share messages with the school community which are contrary to our school ethos and beliefs.

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

The policy and procedures will be widely promoted and are mandatory for everyone involved in school. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

Child Protection Statement

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

2.0 Definitions

Child Protection:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

Safeguarding Children:

Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

'Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or 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.' (DfE 2022)

Children are considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either commission or omission. (In safeguarding a child includes everyone under the age of 18).

Types of abuse and neglect include:

Physical Abuse	Emotional Abuse	<u>Within Knowsley</u> ↓
Sexual Abuse	Neglect	Educational Neglect

See Appendix 8 for full definitions from Working Together to Safeguard Children 2018 & Knowsley Council for Educational Neglect.

The ability of staff to recognise the signs and symptoms of abuse will deepen with training and career development. However, all staff will be alert to the possible signs of abuse and react to Safeguard children.

In line with Working Together to Safeguard Children 2018, the definition of safeguarding for this document is as follows:

- ◆ Protecting children from maltreatment.
- ◆ Preventing impairment of children's health or development.
- ◆ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- ◆ Taking action to enable all children to have the best outcomes.

Working Together, 2018

For further specific safeguarding issues **See appendix 4.**

3.0 Safeguarding in Schools

For child protection processes and procedures in schools and education settings to be effective they should be embedded as part of a safer school culture.

To establish an open and safer culture St Michael & All Angels Primary school will.

- ◆ Establish and maintain an environment where children and young people feel secure, are encouraged to talk and they are feeling listened to.
- ◆ Ensure children and young people know there are adults in school they can talk to if they are worried.
- ◆ Ensure that within the curriculum children and young people are taught the skills they need to recognise and stay safe from all kinds of harm.

- ◆ Ensure that children and young people who may be particularly vulnerable, such as those with SEN and disabilities are supported.
- ◆ Ensure that those that have English as an additional language have access to support and information that is clear, accessible and in their preferred language.

Above all else we will ensure that **Safeguarding and promoting the welfare of children is seen as everyone's responsibility in line with Keeping Children Safe in Education, 2022.**

Safeguarding and promoting the welfare of children is everyone's responsibility.

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

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, *everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.*

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

- protecting children from maltreatment.
- preventing impairment of children's **mental and physical health** or 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

*Children includes everyone under the age of 18

Keeping Children Safe in Education, 2022.

Staff have a particular contribution to make in listening to children and young people who have experienced abuse.

At St Michael & All Angels this will be valued and recognised, however it is understood that this work will not be undertaken at a time when it may impact on any legal processes through which the child may be involved.

It is recognised that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation and some sense of blame. School may be the only stable, secure, and predictable element in the lives of children and young people who are at risk.

St Michael & All Angels Primary will endeavour to support children and young people who are its students through.

- ◆ Ensuring the content of the curriculum encourages self-esteem and self-motivation.
- ◆ Promoting the identification of a Designated Safeguarding Lead.
- ◆ Promoting an ethos of positive support and create a safe and secure environment for staff and students.
- ◆ Upholding the school behaviour policy, ensuring students are aware that some types of behaviour are unacceptable, however, they are valued and not blamed for any abuse that may have occurred.
- ◆ Recognising that children and young people living in environments where there is domestic abuse, adult drug/ alcohol misuse and /or adult mental health issues are vulnerable and may need support and protection.
- ◆ Monitoring the welfare of children and young people who are our students, keeping accurate records, and notifying Children's Social Care as soon as there is a child protection concern

- ◆ Identifying a key member of staff as an Operation Encompass champion whose role is to receive information from the Police relating to incidents of Domestic Abuse
- ◆ Initiating and contributing to assessments relating to the child/ young person and their family, including Early Help Assessments in line with local Model of Children in Need.

The role of school and college staff

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

All staff should be prepared to identify children who may benefit from early help. 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

Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.

Every school and college should have a Designated Safeguarding Lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The Teachers' Standards 2012 state that teachers (which includes head teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Keeping Children Safe in Education, 2022

3.2 In order to support students and their families when dealing with safeguarding and potential child protection issues, School will...

- Undertake discussions with the parents to gain, (or if appropriate the child/young person's) consent to share information prior to the involvement of another agency **unless this may put the child at increased risk** of significant harm.
- Ensure parents have a clear understanding of the **duty** placed on school staff with regards to safeguarding and child protection.
- Ensure that parents are aware of any referral that has been made to Children's Social Care, unless to do so may put the child at increased risk of significant harm.

4. Child Protection Procedures

Our Governing body and proprietors should ensure that the school/education settings have the following in place,

- ◆ A Safeguarding Policy / child protection policy, and procedures in place that are in accordance with the local authority guidance and locally agreed inter-agency procedures
- ◆ That the child protection policy and procedures are made available on the school website or to pupils, student, and parents on request
- ◆ Procedures in place for dealing with complaints about safeguarding arrangements which should be accessible to staff, pupils, and parents.

The child protection procedures for schools will ensure...

- ◆ The procedures set out in the Knowsley Safeguarding Children Partnership (KSCP) Safeguarding Children Procedures Manual are followed, together with the KSCP multi agency Child Protection Standards. These multi agency procedures are updated and held online at <https://www.knowsleyscp.org.uk/> Where a child is resident at another Local Authority area the local procedures will be used.
- ◆ **A member of staff who has child protection concerns about a child or young person, will immediately inform the Designated Safeguarding Lead, and record accurately the events giving rise to the concern.**
- ◆ If the Designated Safeguarding Lead is unavailable the member of staff should speak to the Deputy Designated Leads, ***or report directly the concern with the***

***Local Authority.* Under no circumstances should the member of staff attempt to resolve the matter solely by themselves.**

- ◆ Understanding that taking no action does not safeguard children once a piece of information is received there should not be an assumption that someone else will act. Discussions should be had, and the outcome should clearly note what actions will be taken, by who and why.

For Child Protection Procedures flow chart **see appendix 2.**

Please note matters relating to Child Protection / and or the safeguarding of Children should always be considered as urgent. Emergency cover arrangements may be necessary to enable report writing to take place. Liaise with Head teacher, Deputy Head Teacher, or senior staff if this is required.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Keeping Children Safe in Education, 2022.

4.1 Dealing with a disclosure

DO

- ❖ Stay Calm
- ❖ Listen carefully, let the child tell their story and take it seriously
- ❖ Keep the child informed about what you are doing and what is happening at every stage
- ❖ Reassure them they have done nothing wrong, and it is not their fault
- ❖ Make a full record of what has been said as soon as possible
- ❖ Do refer to the schools safeguarding Lead

DON'T

- ❖ Promise confidentiality. Be honest about your own position, who you will have to tell and why
- ❖ Ask leading questions (e.g., Did your mother do this to you?)
- ❖ Press the child for more details
- ❖ Make promises (e.g., this will never happen again?) Do not ask leading questions!
- ❖ Do not examine the child!
- ❖ Do not discuss with anyone other than the Safeguarding Lead!

Allegations of abuse by another young child or young person: must be given the same importance as any other form of alleged abuse and referred to the School Safeguarding Lead.

If a child discloses information to you: it is essential to safeguard and not contaminate the evidence in the event of the possible subsequent prosecution of the perpetrator. The following guidelines will help you to avoid this:

- ❖ **Do** allow the child to do the talking
- ❖ **Do** listen to, rather than directly question the child
- ❖ **Do** listen quietly and encouragingly
- ❖ **Do** remain calm and caring
- ❖ **Do** allow the child to finish
- ❖ **Do** explain you may have to tell someone
- ❖ **Do** record the conversation as soon as possible afterwards. Use the child's own words where possible.
- ❖ **Do** refer to our Safeguarding Lead immediately
- ❖ **Do** write up a full report for the Safeguarding Lead and include timing, setting and persons present as well as what was said. Retain a copy safely.
- ❖ (See Appendices for a copy of the reporting form) or Staffroom notice board.

- ❖ **Do not** postpone or delay the opportunity to listen
- ❖ **Do not** stop a child who is freely recalling significant events
- ❖ **Do not** ask leading questions
- ❖ **Do not** allow your feelings, such as anger pity or shock to surface
- ❖ **Do not** make promises of secrecy
- ❖ **Do not** make notes during the disclosure
- ❖ **Do not** interpret what you have been told, just record it
- ❖ **Do not** discuss with anyone other than the Safeguarding Lead

Once a disclosure has been made or a concern has been shared, the Designated Safeguarding Lead will consider the information, if necessary, take advice, and will decide to either:

- ◆ Keep detailed records of the concern, with detailed monitoring of the child to commence to build a more detailed picture.
- ◆ Take advice from Children's Social Care / the Duty Social Worker.
- ◆ Initiate an Early Help Assessment.
- ◆ Make a child protection referral to Children Social Care.

Once the decision is made to make a referral the Designated Safeguarding Lead will contact the Knowsley Multi Agency Safeguarding Hub (MASH) and make a telephone referral on 0151 443 2600. This must be followed up in writing using the Multi Agency Referral Form online at. <https://marf.knowsley.gov.uk/Home> within 24 hours.

As part of the KSCP multi agency procedures Children's Social Care will inform the referrer of the outcome/ progress of the referral within 3 working days. If the Designated Safeguarding Lead does not receive this information, it is their responsibility to follow up the progress of the referral.

4.2 Confidentiality and Information Sharing

Sharing information is essential in working together to safeguard children. Professionals, agencies, and services are required to securely share information,

- ◆ About children and their health and development in relation to exposure to possible abuse and neglect
- ◆ About parents who may not be able to care adequately and safely for children
- ◆ About individuals who may present a risk to children

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; **the priority must always be to protect the child** and action should be taken.

If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

The Head Teacher/Designated Safeguarding Lead will only disclose information about a student to other members of the staff team on a need-to-know basis. In line with the *HM Government guidance: Information sharing advice for safeguarding practitioners*, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.

For HM Government guidance: Information sharing advice for safeguarding practitioners, see <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

All staff must be aware that they have a professional responsibility to share information securely with other agencies, following the above guidance and GDPR regulations, in order to safeguard children.

4.3 Record Keeping

To ensure good safeguarding and child protection practice schools and education settings are required to keep clear and detailed written records of concerns about children, even when there is no need to refer the matter to Children's Social Care immediately.

Records should clearly indicate statements of fact, opinion, first and secondhand information. All child welfare concern and child protection records should be kept securely in locked locations with limited access.

The document **Information and Records Management Society Retention Guidelines for Schools (Version 4)** has been shared with schools and sets out the following guidance for the management of child protection files in schools.

Records	Basic File	Retention Period	At end of retention	Notes
All other important and prime documentation	Child Protection files	DOB + 25 years	Confidentially dispose	Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e., the information does not need to be sent to a university for example). Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

4.4 Transfer of Child Protection Records

It is the responsibility of the Head Teacher to pass on confidential information to the Students next school, college, or education setting.

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained.

Keeping Children Safe in Education, 2022.

Transfer of records checklist:

- The Designated Safeguarding Lead / Head Teacher should inform a child's social worker immediately if they are aware that a child moves to a new Borough.
- Arrangements should be made before the records are transferred.
- All original child protection records should be forwarded for the attention of the Head teacher / Safeguarding Lead of the receiving school.
- Only on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with the confidential waste guidelines.
- In event of not being able to trace a child, the school should contact School Attendance and ask them to make further enquiries / follow the Children Missing Education protocol.

For Receipt of Child Protection File template **see appendix 5**

If a Head Teacher is aware when a new student is admitted there are previous child protection concerns, every effort should be made to obtain the confidential child protection file from their previous school, college, or education setting.

4.5 Early Help Assessment

In order to effectively contribute to the Early Help Assessment process staff will participate and contribute to the development of an assessment.

Early Help Assessments will be conducted in order to facilitate earlier identification and intervention supporting children with additional needs.

In order to ensure the effectiveness of the Early Help Assessments school staff will,

- ◆ Participate in Early Help Assessment training.
- ◆ Develop effective links with other services and agencies.
- ◆ Work in partnership with children, young people, and their families, where they are willing to engage.

4.6 Preventing Radicalisation

Children and young people may become vulnerable and susceptible to radicalisation through a range of social, personal, and environmental factors. There is an awareness of the specific need to safeguard children, young people, and their families from violent extremism.

Exploitation and radicalisation are a safeguarding concern and as such in order to ensure the ethos and values of the school are upheld the school will make a commitment to,

- Keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Support staff to recognise warning signs and symptoms in relation to children and young people and include such issues in the curriculum in an age-appropriate way.
- Support staff to talk to families about sensitive concerns in relation to their children and explore ways to address them.
- Ensure the Designated Safeguarding Lead knows where to seek and get advice as necessary.

Further information and guidance can be found on the www.gov.uk website.

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations.

Under the prevent duty all staff must report terrorist / extremist behaviour directly to the Police. Following the guidance in Appendix 6 of this document entitled "All staff have the following Safeguarding Responsibilities."

4.7 Sexting & Sexual Harassment

All staff play an important part in working to prevent sexual harassment, online sexual abuse, and sexual violence between children. Staff will assume that these behaviours are happening in our school and will work as part of a **whole school approach** to address such issues, including via the curriculum.

Staff must ensure that they appropriately **challenge** any form of derogatory and sexualised language or behaviour to ensure that **everyone is respectful at all times**.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Further information can be found in [Sexual violence and sexual harassment between children in schools and colleges September 2021 Update](#).

Sexting & Sexual Harassment is a complicated and sensitive issue for all schools – there is no single solution and the consequences for young people, their families and schools can be devastating. New technologies offer great learning opportunities, but the ease with which children and young people can share and upload images often allows little time for consideration of the consequences of actions, which may go hand in hand with adolescent development.

There are preventative and reactive actions that can be taken by schools to support young people as they grow up in the digital world. Staff are expected to be vigilant, challenge sexualised, or harassing, behaviour immediately and alert the Designated Safeguarding Lead **in all instances of Sexual Harassment**.

Staff must NEVER take a copy of any image / print out any image deemed sexual or unsuitable.

Child-on Child Abuse

Children can abuse other children. This is generally referred to as Child-on Child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Keeping Children Safe in Education, 2022

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, or senior member of staff. Behaviours can happen in school, online or in the community and are most likely to include, but not limited to:

- ◆ abuse within intimate personal relationships between peers.
- ◆ bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- ◆ serious violence.
- ◆ sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- ◆ sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment which may be standalone or part of a broader pattern of abuse.
- ◆ causing someone to engage in sexual activity without consent.
- ◆ consensual and non-consensual sharing of nudes and semi-nude images or videos.
- ◆ up skirting, which typically involves taking a picture under a person’s clothing without their permission.
- ◆ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; and

- ◆ sexting and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and many also include an online element).

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT+ or perceived to be, may also be targeted by their peers, and harassed or assaulted.

Victims of Child-on Child harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, CAMHS, Brook and Barnardo's. A risk assessment may need to be in place. 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' or 'initiation/hazing' behaviours.

Additional guidance is available on the NSPCC website:

<https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse>

4.8 Female Genital Mutilation

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. (Female Circumcision)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), *there is a specific legal duty on teachers*. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Keeping Children Safe in Education, 2022

Section 5B of the 2003 FGM Act introduced a mandatory reporting duty which requires regulated health and social care professionals and **teachers** in England and Wales **to report** 'known' cases of FGM in under 18s which they identify in the course of their professional work **to the police**.

'Known' cases are those where either a girl (under 18) informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person

has no reason to believe that the act was, or was part of, a surgical operation or connected with labour or birth.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

Where there is an imminent or serious risk, an emergency response may be required, either an urgent referral to social services and/or potentially contacting the police.

Multi-agency statutory guidance on female genital mutilation: July 2020

4.9 Disqualification under the Childcare Act 2006 /

Childcare (Disqualification) Regulations 2009

DfE issued statutory guidance for schools and colleges in relation to Disqualification under the Childcare Act. For schools this means that they **must make relevant staff aware of what information will be required of them and how it will be used to make decisions about disqualification.**

Schools are responsible for ensuring that anyone who falls within the relevant categories of staff described ...are made aware of the legislation, including that they may be disqualified 'by association' under regulation 9 of the 2009 Regulations where they live in the same household as a disqualified person or in a household in which a disqualified person is employed.

Disqualification under the Childcare Act 2006, Updated 31 August 2018

The guidance suggests that schools may choose to obtain professional advice from their H.R. link Lead, LADO, or safeguarding lead, to help them establish whether staff with relevant cautions or convictions are disqualified from working in relevant childcare.

Schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in Disqualification under the Childcare Act 2006 statutory guidance

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity.

Keeping Children Safe in Education, 2022

Children Looked After and Children Previously Looked After.

This group of children in school are particularly vulnerable and often need additional consideration and support. Staff in school will be mindful of this and follow normal safeguarding procedures. The school's designated teacher for Children Looked After and Children Previously Looked After will ensure these children are championed in school, in line with the schools Children Looked After and Children Previously Looked After Policy

5.0 Children requiring Mental Health support

Our school recognises that it has an important role to play in supporting the mental health and wellbeing of our students. We also recognise that in some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. The designated safeguarding lead will regularly liaise with the senior mental health lead where safeguarding concerns are linked to mental health to ensure there is an effective and appropriate response by school. Within our school we adopt a whole school approach to mental health and wellbeing, which includes promoting positive mental health, wellbeing, and resilience across the whole school community. The school Senior mental Health lead is the Deputy Head Teacher, who all concerns should be addressed to.

6.0 Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions or if a child suddenly stops attending. The school will follow the pan-Merseyside missing children protocol. For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early

Help Assessment in order to coordinate a multi-agency plan of support for the child and family.

Attendance will be closely monitored. In line with the school's attendance policy, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns.

It is important that the school's attendance team, the EWO, school nurse, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case-by-case basis. The school will seek to ensure it has at least three emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable, and the child has not attended school. Where necessary, this may include reporting the child missing to the police. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

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, Female Genital Mutilation and forced marriage.

Children Missing Education (C.M.E.) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life. Children going missing can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a C.M.E referral to the Local Authority Officer for C.M.E.

Some parents will decide to remove their child from the school role in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision, and it will be a positive learning experience. However, this is not

the case for all, and home education can mean that some children become less visible to services who are there to keep them safe and supported in line with their individual needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the named officer for Elective Home Education within the Local Authority.

7.0 Private Fostering

The Children Act 1989, 2004 and Children (Private Arrangements for Fostering) Regulations 2005 set out that Private Fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g., grandparent, brother, sister, uncle, or auntie.) This means making a referral to children's services. A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DFE, 2022) and in [Children Act 1989 private fostering](#). When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

8.0 Safer recruitment

The school will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DFE 2022). At least one member of the appointments panel will have undertaken safer recruitment. The school will undertake all the required DFE pre-employment checks and where appropriate will record these checks on

the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks. The school's Safer Recruitment Policy and Procedures set out the processes in more detail.

The school is required to inform relevant staff who fall within the scope of [Disqualification under the Childcare Act 2006](#) and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2019 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

9.0 The Safeguarding Curriculum

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. This will include messages which are taught through the Relationships, Sex, Health Education (RSE), SMSC (Social, Moral, Spiritual and Cultural) and RE curriculums, alongside standalone pieces of work and messages delivered through other curriculum areas, as part of a broad and balanced curriculum.

Children will be provided with age-appropriate skills, knowledge and understanding to help them recognise and respond to issues such as consent and healthy relationships. Children will be supported to develop their understanding, at the appropriate age, of risks including when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol.

The curriculum will include specific sequenced lessons to address sexual harassment, online abuse, sexual violence, and issues of consent in an age and stage appropriate way. Our school recognises that a one size fits all approach may not be appropriate for all children, and a more personalised approach for more vulnerable children, victims of abuse and some SEND children may be necessary. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying, water safety, First Aid and know how to seek support when needed.

The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith) and the protected characteristics of:

- age.
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex

10.0 Safeguarding children who attend off-site alternative provision

When identifying that a child would benefit from attending off site provision, our school will undertake an assessment to determine that this placement is in the best interests of the child.

We will ensure that the provision identified is suitable to meet the needs of that child. The school will retain responsibility for the safeguarding of any pupils we place in off-site provision. The school will undertake appropriate quality assurance checks to ensure that it is a safe place for the child to attend and will draw upon the specific guidance in the SIL Safeguarding Handbook relating to this.

The school will obtain written confirmation from the provider that the appropriate safeguarding checks have been carried out in respect of individuals working at the establishment. The school will have a formal agreement with the alternative provision and parent/carer regarding when the pupil should attend and what procedures that will be followed should the child not attend the placement. The school will ensure it seeks the views of the young people at off-site provision to ensure they feel happy and safe. When commissioning places at alternative provision, the school will pay due regard to Alternative provision – DfE Statutory Guidance and Education for children with health needs who cannot attend school – DfE Statutory Guidance.

11.0 Complaints and Whistleblowing

All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's Whistleblowing Policy is there to support and aid them in these circumstances. The Local Authority also has whistle blowing procedures.

Complaints about safeguarding should follow the school's complaints policy.

The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing regarding the Head teacher should be made to the Chair of the Governing Body, whose contact details should be readily available to staff.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285.

12.0 Escalation

If any member of staff is unhappy with the response, they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern within the organisation. All members of staff should be aware of their responsibility to escalate and refer concerns on to Children's Services when it is appropriate to do so.

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with the Local Safeguarding Children Partnership's formal escalation policy to ensure a timely resolution.

The first step of any escalation process with another agency is to raise any concerns directly with the other professional and their line manager. A professionals meeting is always a positive way of resolving differences and remaining focussed on the outcomes for the child.

13.0 Proactive Safeguarding

Our school recognises that school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers, and an ethos of protection. As a result, safeguarding and child protection is at the heart of everything and underpins all policy and procedures within our school.

Our school recognises that we may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Our school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead and deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, or extra-familial harm, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Our school community will:

- ◆ Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors.
- ◆ Promote a caring, safe, and positive environment within the school.

- ◆ Ensure that the school site is a safe, secure, and welcoming place to learn and grow.
- ◆ Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying.
- ◆ Include regular consultation with children e.g., through safety questionnaires, participation in anti-bullying week, etc.
- ◆ Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- ◆ Include safeguarding messages across the full curriculum, including RSHE/PSHE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include [include detail here specific to your school setting] e.g., staying safe online, anti-bullying, e-safety, road safety, pedestrian and cycle training, focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel, issues around consent, sexting, positive mental health, etc.
- ◆ Offer a positive school experience.
- ◆ Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- ◆ Ensure that all staff, volunteers, governors, policies, and procedures operate with the best interests of the child at their heart.

14.0 Monitoring and Quality Assurance

Policies and procedures only remain effective if they are regularly monitored and reviewed to ensure that they are still applicable and relevant. Our school and its governors recognise the importance of monitoring and quality assuring the effectiveness of our child protection policy and the procedures set out within it. The aim of monitoring and evaluating the child protection policy is to learn from practical experience, which will contribute to inform policy reviews and future changes to the policy and procedures. The process of monitoring and quality assurance will help the school and governors to identify the policy strengths and weaknesses and will help to provide an understanding of the reasons for these, so that decisions can be made to resolve any limitations with immediate effect.

Monitoring and evaluation will be done by checking whether the standards from the child protection policy are implemented and whether safeguards are working and will be undertaken throughout the year by the Designated Safeguarding Lead, the Head Teacher, and the Chair of Governors. Activities which could form part of the ongoing monitoring of effectiveness could be:

- ◆ Scrutiny of the Single Central Record and personnel files to ensure pre-employment checks are robust and up-to-date, and that job descriptions for new positions include reference to child protection, etc.

- ◆ Scrutiny of the school's annual 175 safeguarding audit by the Chair of Governors and Link Governor for Safeguarding, alongside the full governing body having oversight of any actions arising from the audit.
- ◆ Confirmation that training has been undertaken according to planned schedule and that all relevant staff and volunteers have participated
- ◆ There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students. In particular, the school will monitor the link between attendance and safeguarding and those persistently absent, frequently late, missing school (including part of the school day) or those who suddenly stop attending.
- ◆ Methods such as 'safeguarding training questionnaires' used to evidence the effectiveness of staff training
- ◆ Regular meetings with staff, volunteers and children which include the opportunity to discuss safeguarding and child protection, or use of questionnaires to evidence this
- ◆ Safeguarding learning walks designed to evidence and test out key safeguarding standards
- ◆ Adapting and amending the policy and procedures outside of their annual review date to reflect current issues which may have recently arisen in order to ensure that all children are protected at all times.

This policy document will be reviewed a year after development and then every year, or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Partnership, and Ofsted
- As a result of any other significant change or event.

St Michael & All Angels Safeguarding / Child Protection Policy and procedures are required to meet a standard agreed by the Local Children Safeguarding Partnership, in line with national legislation and guidance.

Best practice indicates that the policy and procedural documents should be monitored and reviewed annually, and this will be the case for our school.

In the interests of safeguarding and protecting the welfare of children and young people all staff will receive a copy of the Safeguarding / Child Protection policy and sign a safeguarding checklist to say they have read and understood it's content.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.' (DFE 2022)

Appendix 1

Role of the designated safeguarding lead

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Designated Safeguarding Lead will be a senior member of staff from the school's leadership team and the role will be explicit within their job description. The school will also appoint a deputy designated lead(s) who will be trained to the same level as the designated safeguarding lead and the role will also be explicit within their job description, however the lead responsibility remains with the designated safeguarding lead.

Keeping Children Safe in Education 2022 sets out the broad areas of responsibility for the Designated Safeguarding Lead. These are detailed below.

Managing referrals

- ◆ refer cases of suspected abuse to the local authority children's social care as required.
- ◆ support staff who make referrals to local authority children's social care.
- ◆ refer cases to the Channel programme where there is a radicalisation concern as required.
- ◆ support staff who make referrals to the Channel programme.
- ◆ refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- ◆ refer cases where a crime may have been committed to the Police as required. The NPCC document [When to call the police](#) can support with this.
- ◆ Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- ◆ Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Work with others

The designated safeguarding lead is expected to:

- ◆ act as a point of contact with the three safeguarding partners.
- ◆ liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- ◆ as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- ◆ liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.
- ◆ liaise with the school’s senior mental health lead and where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- ◆ promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- ◆ work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
- ◆ ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- ◆ support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes; and
- ◆ act as a source of support, advice, and expertise for all staff.

Training

- ◆ The Designated Safeguarding Lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can

put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so they:

- ◆ understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- ◆ have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ◆ understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.
- ◆ understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- ◆ are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND) and young carers.
- ◆ understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations, and practitioners.
- ◆ are able to keep detailed, accurate, secure written records of concerns and referrals.
- ◆ understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- ◆ are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- ◆ can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- ◆ obtain access to resources and attend any relevant or refresher training courses; and
- ◆ encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ◆ In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raising Awareness

The Designated Safeguarding Lead should:

- ◆ ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- ◆ ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ◆ ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- ◆ link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- ◆ help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Providing support to staff

Training will support the designated safeguarding lead in developing expertise so that they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ◆ ensure staff are supported during the referrals processes; and
- ◆ support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

- ◆ Understand the views of children is essential to respond appropriately to their needs. It is important that children feel heard and understood. The designated safeguarding lead will be supported in developing knowledge and skills to:
- ◆ encourage a culture of listening and taking account of children's wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and

- ◆ understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusting relationships which facilitate communication.

Holding and sharing information

The designated safeguarding lead should be equipped to:

- ◆ understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners.
- ◆ understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- ◆ be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Child protection file

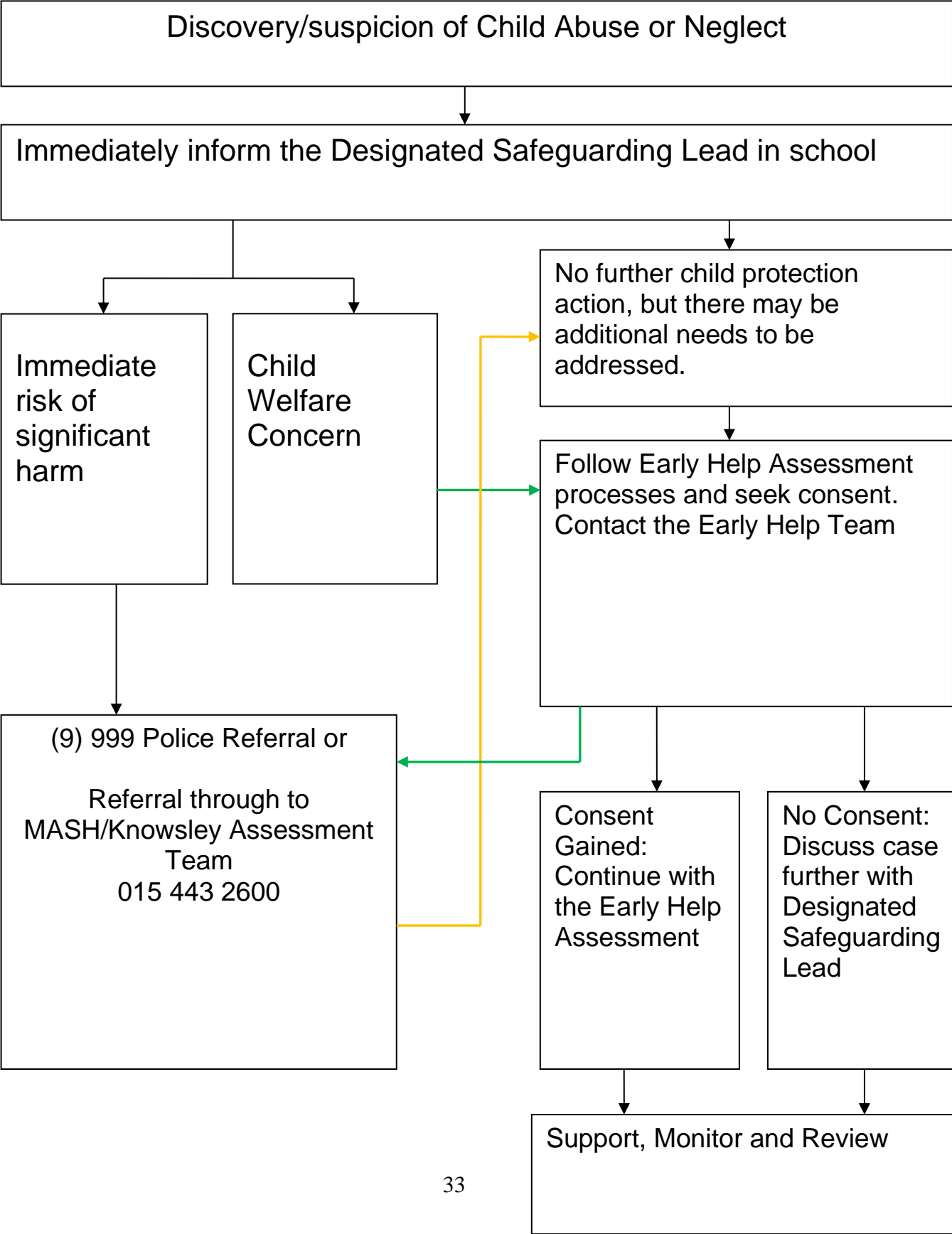
The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date. Information is kept confidential and stored securely. Records include a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome. Files are only accessed by those who need to see it and any sharing of information happens in line with information sharing advice set out in Keeping Children Safe in Education.

Where children leave the school or college (including for in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard the child and help the child thrive in the new setting. A lack of information about a child's circumstances can impact on the child's safety, welfare, and educational outcomes. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Appendix 2

**Child Protection Procedures
Flow Chart**



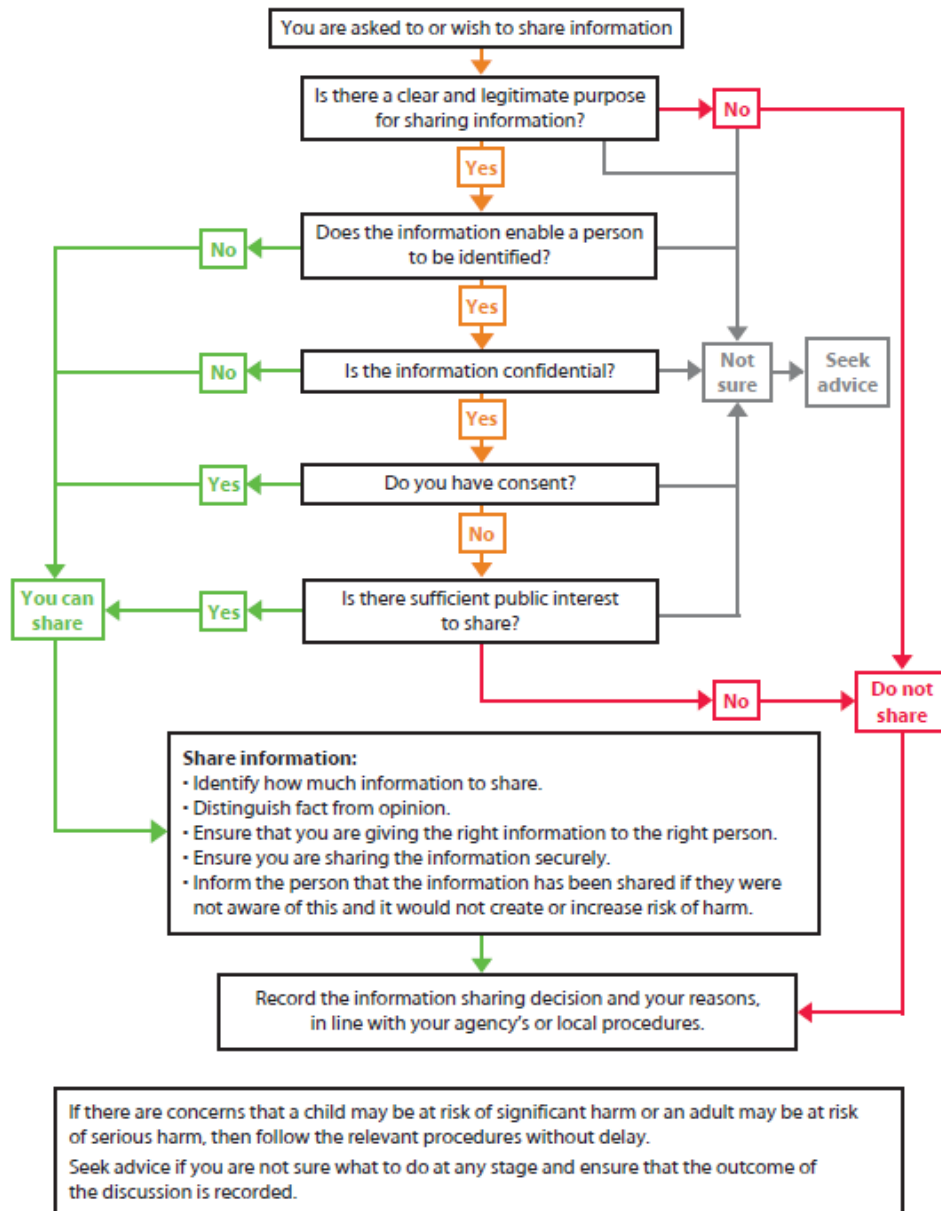
Seven golden rules for information sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Local contacts

Extract from HM Government *Information Sharing: Guidance for practitioners and managers*.
Copies can be obtained from www.ecm.gov.uk/informationsharing

Flowchart of key questions for information sharing



Local contacts

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

Keeping Children Safe in Education, 2022 gives further guidance and all Staff are expected to have read part one of this document as a minimum knowledge base and confirm they have read.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 5

Receipt of Child Protection File

IMPORTANT: The receiving school must return this section to the issuing school.

Name of Receiving School:

Issuing School:
School Name:
School Address:

Child's Name:

DOB:

I confirm receipt of the child protection files on the above named pupil:

Name:	<input type="text"/>
Job Title:	<input type="text"/>
Signature:	<input type="text"/>
Date:	<input type="text"/>

St Michael & All Angels School Specific Procedures:

At St Michael & All Angels it is the responsibility of ALL staff to ensure the safeguarding of our pupils.

The Safeguarding Lead: is currently Mr Lewis. Reports of abuses/suspicious of abuse and concerns about vulnerable pupils should be made to him the first instance. Followed with a CPOMS record of the event.

In his absence reports should be made to Miss Bowman, Head Teacher and in Miss Bowman's absence to the Deputy Head teacher (Miss Trayer).

The Safeguarding Supervisor: is Miss Bowman (Head Teacher) - or in her absence The Deputy Head Teacher

The Head Teacher will oversee Mr Lewis to ensure the LA's procedures are followed effectively. **The Head Teacher will deal with all allegations against a member of staff.** In the Head Teacher's absence, the Deputy Head Teacher will take this role. Any allegations against the Head Teacher will be investigated by the Chair of Governors.

All complaints relating to safeguarding must be put in writing to the Head Teacher who will conduct a full investigation and respond in writing within 15 working days. In the Head Teacher's absence, the Deputy Head Teacher will take this role. Any complaints against the Head Teacher will be investigated by the Chair of Governors

The Safer Recruitment Team for the school are: The Head Teacher, The Business Manager, The Deputy Head Teacher, Safeguarding Lead and Governing Body.

Duty of Care - Roles:

All members of staff have a duty of care to the children in our school at all times and will report any changes in the child's behaviour, appearance, or any other concerns about the child. Roles and responsibilities are outlined in detail in the sections that follow...

Roles & Responsibilities

The role of the Safeguarding Lead is to report and act on suspected abuse as outlined in Appendix 1, however **the role of safeguarding is the responsibility of all staff!**

Safeguarding children is a shared responsibility and each adult who comes into contact with children in their work role has a duty of care to safeguard and promote the child's welfare.

All Staff Have The Following Safeguarding Roles:

- ❖ To report any suspicious injury or suspect dialogue, no matter how small, to the Safeguarding Lead immediately followed up in writing *using CPOMS or the schools safeguarding forms.*
- ❖ To never mention to parents/carers what a pupil has disclosed before reporting to the Safeguarding Lead and Social Services have been informed.
- ❖ To never investigate further or act beyond that agreed in the procedures outlined in this policy.
- ❖ To regularly update the school Safeguarding Lead of any child's progress & attendance who may be subject to safeguarding.

All Staff Have The Following Safeguarding Responsibilities:

- ❖ To ensure **no** visitors to the school enter the school building without showing appropriate identification
- ❖ To ensure all visitors are registered as in the building with the main office.
- ❖ To ensure all visitors are wearing a school visitor identification badge/sticker.
- ❖ To ensure all visitors are accompanied by a school employee at ALL TIMES once in the main building. (This includes parents/carers who should be accompanied even with their own child/children).
- ❖ To alert the Safeguarding Lead **immediately** if a vulnerable child is not in school.
- ❖ To raise awareness of child protection issues and to ensure children are equipped with the skills needed to keep safe.
- ❖ To record all safeguarding concerns to the Safeguarding Lead so any patterns of neglect can be established. If a concern is urgent (i.e., A child is in immediate danger or has disclosed sexual abuse) please speak to the Safeguarding Lead **immediately.**

- ❖ To ensure all vulnerable groups of pupil's needs are identified and provision is put in place to ensure the child achieves their potential.
- ❖ To establish a safe and nurturing environment **free from discrimination harassment or bullying** where children can learn and develop happily. Although bullying is a form of abuse, bullying behaviour is not usually reportable through child safeguarding procedures in the same way as child abuse. See St. Michael & All Angels School policy on bullying. ***But all sexual harassment issues should come through the safeguarding route.***
- ❖ To report any safeguarding/professional concerns regarding colleagues to the head teacher in line with the schools confidential reporting procedures.
- ❖ To report **directly to the police** any concerns about an individual that you feel may be linked to radicalisation and extremism.
- ❖ To report **directly to the police** any concerns about a child that may be at risk of or has undergone Female Genital Mutilation (FGM).
- ❖
- ❖ **In cases of FGM or extremist behaviour where there is a risk to life or likelihood of serious immediate harm, you should report the case immediately to police, including dialling (9) 999 if appropriate.**

The Safeguarding Lead has the following additional roles:

- ❖ To receive all referrals of suspected abuse concerning pupils in the school from any source, including teachers, ancillary staff, parents/carers, neighbours etc.
- ❖ To act as a source of support, advice, and expertise within the school, when deciding whether to make a referral by liaising with relevant agencies.
- ❖ To refer all cases of suspected abuse to the Social Services Duty Lead where the child resides (see flow chart detailing school Safeguarding Lead's course of action on receiving a report of suspected abuse, Appendix 5).
- ❖ In cases requiring urgent medical treatment or examination, to contact the Social Services Duty Lead where the child resides. The Social Worker will then decide to accompany the child, or attend at the hospital, whichever is appropriate, and to inform the parents/carers. The nature and extent of the abuse, medically confirmed, will be needed as evidence.
- ❖ To record the circumstances and the detail of every referral, as soon as possible that day, including diagrams where appropriate, on CPOMS / the report forms (See

Appendix 4). The child's own words should be recorded, and a record should also be kept of any action taken.

- ❖ To ensure referrals to Social Services are supported by a written report / Online **(MARF)** to the MASH within 24 hours of a referral. <https://marf.knowsley.gov.uk/Home>
- ❖ To ensure legal requirements are met. If criminal proceedings go ahead, the child may have what is known as a substantive interview. It is important to ensure that no one on the school staff discusses the case with the child until all court proceedings are complete. Social services will provide support for the child if needed.

The Safeguarding Lead has the following additional responsibilities:

- ❖ Demonstrate an understanding of and promote the safeguarding agenda within the school
- ❖ Attend all pertinent training including Basic Awareness Child Protection, Working together and Safeguarding Lead Training.
- ❖ Ensure that all school staff have Basic Awareness Child Protection Training and that it is refreshed in line with National and local guidance every year.
- ❖ Actively participate in regular supervision sessions aimed at supporting Safeguarding Leads.
- ❖ Provide a point of contact for all staff, volunteers, pupils, and their families/carers in schools that may have child welfare concerns.
- ❖ Keep accurate records of reported child welfare concerns.
- ❖ Keep careful and detailed contemporaneous notes regarding child protection issues as it may be important for any subsequent police investigation or court action. Notes should be timed, dated with a full legible signature, and kept in a secure place so that they are not accessible to unauthorised persons.
- ❖ Assess child welfare concerns in line with the Knowsley Model of Children in Need thresholds.
- ❖ Be responsible for making formal referrals to the Children and Families Social Work Teams in Knowsley. To ensure cross borough border collaboration which may include referrals to Children and Families Social Work Teams in other authorities.
- ❖ Be able to make and record contact calls to Children and Families Social Work Teams in order to seek clarification and advice
- ❖ Work closely with families and when possible, discuss concerns with parents/carers and seek their agreement to make a referral
- ❖ Confirm a telephone referral in writing within 24 hours of it being made

- ❖ When requested attend all child protection case conferences/planning meetings
- ❖ When requested attend all child protection strategy meetings
- ❖ Provide clear and accurate reports for meetings and share relevant information with other professionals and agencies
- ❖ Inform relevant members of staff of their/the schools' responsibilities with regard to any Child Protection/Child in Need Plans & Early Help Assessments.
- ❖ To ensure the school engage with the Early Help Assessment process.

Supporting Pupils At Risk

As a school we recognise that children who are abused or who witness violence, may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure, and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

St Michael & All Angels Primary will endeavour to support pupils through:

- ❖ The curriculum, to encourage self-esteem and self-motivation. We teach the children to recognise risks in different situations and how to behave in response to them. We do this formally through the RSHE and Citizenship Curriculum, the RE curriculum, Mental Health and Wellbeing curriculum, through other appropriate areas of the curriculum, for example Science, PE, Computing, English and also through informal opportunities as they arise.
- ❖ The school ethos, which promotes a positive, supportive, and secure environment and which gives all pupils and adults a sense of being respected and valued.
- ❖ The implementation of School Behaviour Management policies
- ❖ A consistent approach, which recognises and separates the cause from the behaviour that the child displays. This is vital to ensure that all children are supported within the school setting.
- ❖ Regular liaison with other professionals and agencies that support the pupils and their families.

- ❖ A commitment to develop productive and supportive relationships with parents and carers.
- ❖ The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situation.
- ❖ The implementation and support of the Early Help Assessment process.

As a school we recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work (in any capacity) with children with emotional and behavioural problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse or mental health issues, children may also be vulnerable and in need of support or protection.

Professional Confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

No adult must ever guarantee confidentiality to any pupil. Staff should make pupils aware that if they disclose information about things that may be harmful to themselves or others, then certain actions will need to be taken.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child, for example, where safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

Allegations of Abuse of Pupils, by Employees:

- ❖ If any member of staff has a concern regarding the actions of another member of staff (or supply staff) **they must not speak to the member of staff concerned**. They must report their concerns to the **Head Teacher** in line with the schools confidential

reporting procedures immediately. The Head Teacher should inform the relevant Local Authority Designated Officer (LADO) as soon as an allegation has been made against a member of staff.

- ❖ Where an allegation is made against a supply teacher, the head teacher will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required.
- ❖ The Knowsley Council serious incidents procedure will need to be invoked whenever there is a complaint of a child having been abused by an employee. Children may allege that they have been struck or roughly handled (physical abuse), been the subject of improper suggestions, a sexual act, or an attempted sexual act (sexual abuse) or been verbally bullied, picked upon, unfairly criticised, intimidated, or maligned (emotional abuse).
- ❖ The operational procedure is designed to ensure allegations of abuse of children by employees are handled in a consistent and appropriate manner, in accordance with both safeguarding and personnel regulations. The employee is advised to contact their union as a matter of urgency.
- ❖ In the case where the Head Teacher is suspected, the staff member should report their concern to the Chair of Governors, who must consult with the relevant Local Authority Education Lead and follow the procedures outlined in Knowsley Council's serious incidents procedures.

Duties as an employer and an employee

Keeping children Safe in education 2022 clear states the expectations of the school as an employer and the expectations of the employees of the school.

School has a duty to manage cases of allegations that might indicate a person may pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child 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 he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Keeping Children Safe in Education, 2022

St Michael & All Angels School as an employer also have a duty of care to our employees and we will ensure we provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where the school or college are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that we will liaise with relevant parties. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation – The Head Teacher will ensure the schools duty of care is met in such instances.

Supply Teachers

In some circumstances the school may have to consider an allegation against an individual not directly employed by us, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business. Whilst the school may not be the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we as a school cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Head teacher / Governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst an investigation is conducted.

Whilst agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to our children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the Governing Body when working in the school. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the school during the investigation.

When using an agency, the school will inform the agency of its process for managing allegations. This may include inviting the agency's Human Resource Manager or equivalent to meetings and keeping them up to date with information about its policies.

Procedures for Recruitment of Staff

The full procedures for the recruitment of staff can be found in the Schools Safer Recruitment Policy. In summary, the guidelines are:

- ❖ All staff and volunteers will, as appropriate, will be Vetting and Barring checked, and details will be held in a single central register by the school Business Manager.
- ❖ All staff and volunteers will as appropriate, will be checked with the lists maintained by the DfE for example Barring List
- ❖ Candidates must confirm identity through official documents.
- ❖ When employing supply teachers or teachers from abroad they must have been Vetting and Barring checked.
- ❖ We will record the date, timing, or reference of the check in an orderly and accessible way.
- ❖ Once staff are in place, we will keep simple records that:
 - Notes against the name of each staff member, whether they are who they say they are,
 - Whether they have the qualifications that they say they do.
 - Whether they have a criminal record, and when these things were last checked and by whom.
 - Records where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. *For example, a member of staff is involved in domestic violence at home. No children were involved, but school need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.*



A Quick Guide If You Suspect Child Abuse

DO...

- ❖ Stay Calm
- ❖ Listen carefully, let the child tell their story and take it seriously
- ❖ Keep the child informed about what you are doing and what is happening at every stage
- ❖ Reassure them they have done nothing wrong, and it is not their fault
- ❖ Make a full record of what has been said as soon as possible
- ❖ Do refer to the schools safeguarding Lead

DON'T...

- ❖ Promise confidentiality. Be honest about your own position, who you will have to tell and why
- ❖ Ask leading questions (e.g., Did your mother do this to you)
- ❖ Press the child for more details
- ❖ Make promises (e.g., this will never happen again) Do not ask leading questions!
- ❖ Do not examine the child!
- ❖ Do not discuss with anyone other than the Safeguarding Lead!

Allegations of abuse by another young child or young person: must be given the same importance as any other form of alleged abuse and referred to the School Safeguarding Lead.

If a child discloses information to you: it is essential to safeguard and not contaminate the evidence in the event of the possible subsequent prosecution of the perpetrator. The following guidelines will help you to avoid this:

- ❖ **Do** allow the child to do the talking
- ❖ **Do** listen to, rather than directly question the child
- ❖ **Do** listen quietly and encouragingly
- ❖ **Do** remain calm and caring
- ❖ **Do** allow the child to finish
- ❖ **Do** explain you may have to tell someone
- ❖ **Do** record the conversation as soon as possible afterwards. Use the child's own words where possible.
- ❖ **Do** refer to our Safeguarding Lead immediately
- ❖ **Do** write up a full report for the Safeguarding Lead and include timing, setting and persons present as well as what was said. Retain a copy safely.
- ❖ (See Appendix 7 for a copy of the report form)

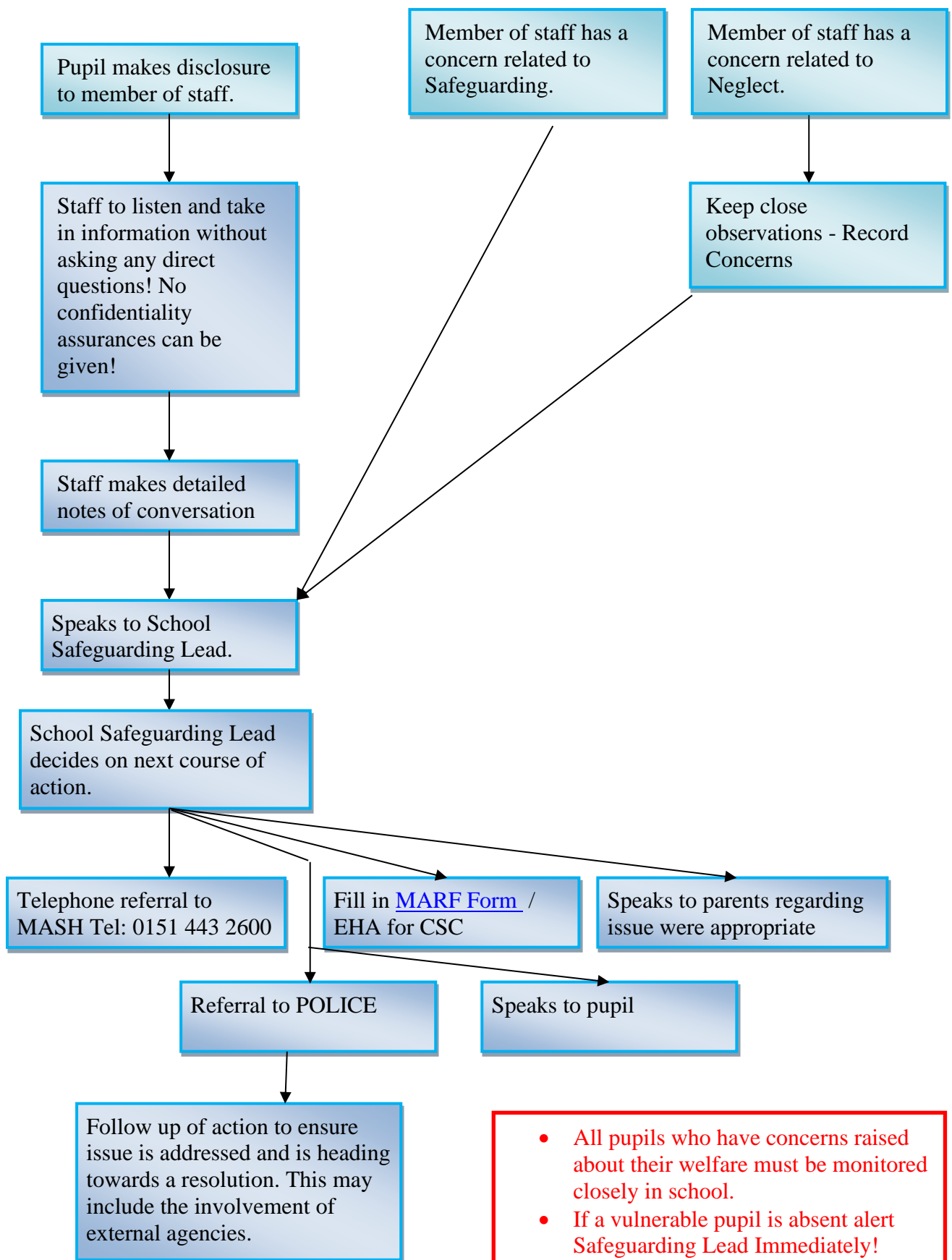
- ❖ **Do not** postpone or delay the opportunity to listen
- ❖ **Do not** stop a child who is freely recalling significant events
- ❖ **Do not** ask leading questions
- ❖ **Do not** allow your feelings, such as anger pity or shock to surface
- ❖ **Do not** make promises of secrecy
- ❖ **Do not** make notes during the disclosure
- ❖ **Do not** interpret what you have been told, just record it
- ❖ **Do not** discuss with anyone other than the Safeguarding Lead

Please note matters relating to the safeguarding of Children should always be considered as urgent. Emergency cover arrangements may be necessary to enable report writing to take place. Liaise with Head teacher, Deputy Head Teacher, or senior staff if this is required.



St. Michael & All Angels Primary School

Procedures for Reporting a Safeguarding Disclosure / Concern



- All pupils who have concerns raised about their welfare must be monitored closely in school.
- If a vulnerable pupil is absent alert Safeguarding Lead Immediately!

Safeguarding Incident Reporting Form:



Please report on CPOMS - if you have no access complete this form, sign it, and submit to the School's Safeguarding Officer (Mr Lewis) as soon as possible after the event.

1. Please indicate what you are reporting:

I have a concern that something is not quite right.	
I'm concerned that abuse may be occurring	
I have received an allegation of abuse	
A child has told me that they are being abused	
I was a witness to an incident with a child	
I was involved with an incident with a child	

2. Important information:

Your name:	
Name of child concerned:	
Class:	

3. Concerns

Please use the space below to record the concerns that you may have regarding a child or an adult who has contact with children. Please record your concerns giving as much detail as possible.

Concerns may include a child being unusually distressed, a change in a child's appearance, a change in a child's attitude or behaviour, a child being sexually aroused, A child appearing to be attracted to an adult, an adult appearing to be attracted to a child, a relationship involving a child and adult that does not appear to be healthy.

Remember to record exact words using the Child's Language not the adult equivalents. Clearly state facts and when opinion is used, clearly state "in my professional opinion"

Attendance and Punctuality: Remember to record dates and times. Patterns of absence or lateness can be very revealing. Record explanations offered by parent/ carer.

Appearance, Hygiene, Care, Nutrition: Remember to include inappropriate clothing, ill-fitting clothes, damaged clothes, Personal appearance, no lunch, or no mentions of eating at home.

Child's Behaviour Remember to note aggressive, tense, or unresponsive behaviour and any sexualised behaviour

Physical Injury: Remember to record the child's own words and words of the carer if an explanation is offered. Include a sketch if appropriate.

Any other concern you may have or / Any other information a child has told you. Remember to record exact words not the adult equivalents

4. I confirm that that the information above is, to the best of my knowledge correct as of

Signature:

Date:

Time:

To be completed by the schools Safeguarding Officer.

5. Action taken as a result of the above concern		✓	Date
	Further Monitoring.		
	Meeting with Parent / Carer.		
	Contact with other agencies to obtain further information.		

	Concern logged as information with Social Care.		
	Formal Referral to Social Care.		
	Signed:		



Safeguarding
Concern Form - SMAA

Categories & Definitions of Abuse:

Neglect is...

(As defined in Working Together to Safeguard Children 2018)

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate care-givers)
- d. ensure access to appropriate medical care or treatment

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

Physical Abuse is...

(As defined in Working Together to Safeguard Children 2018)

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or 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.

Sexual Abuse

(As defined in Working Together to Safeguard Children 2018)

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

Emotional Abuse is...

(As defined in Working Together to Safeguard Children 2018)

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

Extremism Abuse is...

(As defined in Working Together to Safeguard Children 2018)

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith, or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

Mental Health

All staff should also consider that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by following the schools safeguarding procedures and speaking to the designated mental health champion (SENCO) and the schools Safeguarding Lead.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use

coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

EDUCATIONAL NEGLECT DEFINITIONS

Certain risk factors necessitate immediate referral to the Multi Agency Safeguarding Hub (MASH). The following definitions for Educational Neglect, where irregular school attendance is the only presenting or significant issue, requires evidence collated over a twelve-month period. During this time a number of evidenced observations and actions will have ordinarily taken place, including use of the early help framework.

'Working together to safeguard children' provides a neglect description, 'The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development', and this forms the basis of the following definitions. 'Educational Neglect' now appears as a level 4 indicator in Knowsley's Threshold of Need guidance.

1. DEFINITION OF EDUCATIONAL NEGLECT (OMISSION BY PARENT)

Educational threshold for 'persistent failure' requires all of the following to be met over a twelve-month period:

- ❖ Parent failing or inadequately maintaining schooling or identifying provision for their child.
- ❖ Parent failing to attend most school and LA meetings and/or engage with support offered.
- ❖ Parent unable to provide substantiated reasons for most absences from school; and
- ❖ At least one court intervention which fails to improve attendance i.e., Section 444/4441A prosecution or School Attendance Order or Education Supervision Order.

Educational threshold for 'serious impairment of development'

- ❖ Primary aged children where school attendance is 75% or less over an academic year (three terms), as this half the possibility of achieving Level 4, the recognised average level for a child at the end of KS2 (2013/14 national research).
- ❖ Secondary aged young people where school attendance is 75% or less over an academic year (three terms), as this means the young person is five times less likely to achieve 5 GCSE's including English and Mathematics, the recognised average level for a young person at the end of KS4 (2013/14 national research).

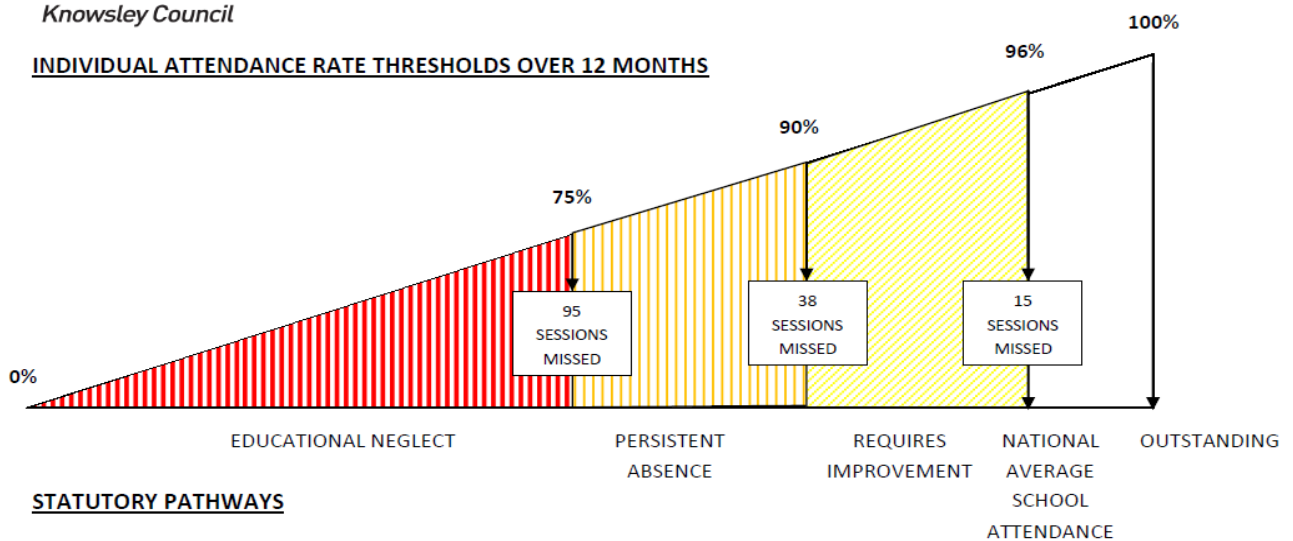
The Knowsley definition for Educational Neglect has been met if there is evidence for both thresholds. Providing this, as part of a MASH referral, should necessitate a Social Care assessment.

2. DEFINITION OF EDUCATIONAL NEGLECT (OMISSION BY YOUNG PERSON)

This definition is appropriate when pupils are old enough to determine their own actions and independently travel to school and where:

- ❖ parental co-operation is clearly demonstrated.
- ❖ current educational provision is appropriate for the young person's needs; and
- ❖ attendance levels are as identified above (threshold for serious impairment of development).

Should these thresholds be met, the LA School Attendance Service will consider applying to the Family Court for an Education Supervision Order. If the young person or parent persistently fails to follow any directions made in the course of an Education Supervision Order, there is a duty for a Social Care assessment, following a MASH referral.



STATUTORY PATHWAYS

EDUCATION PENALTY NOTICE (Administered by Local Authority)

An early intervention where there is irregular attendance, unauthorised absence, and reasonable expectation that this may change; discharges parent's liability for conviction of an offence by paying under the Education (Penalty Notices) (England) Regulations 2007.

PROSECUTION - ABSOLUTE OFFENCE (Magistrates Court)

Prosecution of a parent, under Section 444(1) of the Education Act 1996, for irregular attendance of child with unauthorised absence; this is a strict liability offence with limited defences.

PROSECUTION – AGGRAVATED OFFENCE (Magistrates Court)

Prosecution of a parent, under Section 444(1A) of the Education Act 1996, for irregular attendance of child with unauthorised absence; parent knows about irregular attendance and fails without reasonable justification to change this, potential of custodial sentence.

SCHOOL ATTENDANCE ORDER (Magistrates Court if not resolved)

Require parent(s), under Education Act 1996, to register a child of compulsory school age at a named school when not receiving a suitable education.

EDUCATION SUPERVISION ORDER (Family Court)

12-month Order under Section 36 of the Children Act 1989 on the grounds that the child is not being suitably educated; Supervising Officer to, 'assist, advise and befriend'.

The school and this policy also take account of additional DFE guidance including:

- [CSE Definition and guidance for practitioners](#) DFE 2017
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#) DFE 2017
- [Disqualification under the Childcare Act](#) DFE 2006
- [Information sharing: Advice for practitioners providing safeguarding services](#) HMG 2018
- [Sexual violence and sexual harassment between children in schools and colleges](#) DFE 2021
- [The Prevent Duty - Departmental advice for schools and childcare providers](#) DFE 2015
- [How social media is used to encourage travel to Syria and Iraq](#) DFE 2015 (Briefing note for schools)
- The [Ofsted School Inspection Handbook](#) and Ofsted guidance: [Inspecting safeguarding in early years, education and skills](#)
- [What to do if you are worried a child is being abused: Advice for practitioners](#) DFE 2015
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) DDCMS / UKCIS 2020
- Other DFE statutory guidance including online safety and children who go missing from home or care which is found here: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Additional DFE/Gov guidance can be found here:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Please read in conjunction with our:

Safer Recruitment Policy
Attendance Policy
Allegations Management Policy
Confidential Reporting Policy (Whistle Blowing)
Missing Children Policy
Induction Policy
Staff Code of Conduct