KIRKBY HIGH SCHOOL

POLICY NAME: Safeguarding and Child Protection Policy and Procedures

ADOPTED: Summer 2022

REVIEW PERIOD: to be reviewed annually

SIGNATURE: _____

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Kirkby High School Safeguarding contacts

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Chair of Governors and link governor for safeguarding	Jo Henney	0151 477 8710 j.henney@kirkbyhighschool .net
Designated Safeguarding Lead	Jeanette Rigby	0151 477 8710 j.rigby@kirkbyhighschool.net
Deputy Safeguarding Lead	Leah Unsworth	0151 877 4710 l.unsworth@kirkbyhighschool.net

Knowsley Child Protection and Safeguarding Advice Contact List

Role/ Agency	**Contact Details**	**Service**
Knowsley MASH	0151 443 2600	Child Protection and Early Help
Gill Brentley	0151 443 3519 Gill.brentley@knowsley.gov.uk	MASH Education Officer
Vicki Clements	0151 443 2969 Vicki.clements@knowsley.gov.uk	Education Safeguarding Officer
Diane Kitcher	Diane.kitcher@knowsley.gov.uk 07385420432	LADO
Shield Team Chloe Vose Team Manager	0151 443 5025 Chloe.vose@knowsley.gov.uk	Child Exploitation
CME Phil McCalliog	0151 443 5118 Phil.mcalliog@knowsley.gov.uk	School Attendance Service Children Missing Education
Prevent	prevent@merseyside.pnn.police.uk 0151 777 8506	Merseyside Prevent Team
NSPCC Whistleblowing helpline	0808 800 5000 help@nspcc.org.uk	Independent whistleblowing service

Legislation and Statutory Guidance

The Keeping Children Safe in Education document will be updated in the autumn each year

This policy is based on the Department for Education's statutory guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf and Working Together to Safeguard Children (2019), and the Governance Handbook. We comply to the Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2021. We also comply with this guidance and the arrangements agreed and published by the 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

1. Policy Statement

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

Kirkby High School acknowledges the **duty** of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice standards and Ofsted requirements.

Para 2.

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 practitioners should make sure their approach is child – centred. This means that they should consider, at all times, what is in the **best interest** of the child.

Keeping Children Safe in Education, Sept 2022

1.1 Roles and responsibilities
All Staff

All staff have a responsibility to provide a safe environment in which children can learn. They should be able to identify children who may benefit from Early Help, by providing support as soon as the problem emerges.

All staff will be aware of the school safeguarding support systems which include understanding their professional responsibilities outlined in the Guidance for Safer Working Practice, 2022. And also the school code of conduct for staff.

All staff should be aware that children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing *can* be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.

All staff should know the process for making a referral into Knowsley MASH, the information they are required to share and the role they may be expected to play. Wherever possible, speak to the DSL, head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting Children Social Care via the Knowsley MASH.

- All staff should be aware that Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

Designate Safeguarding Leads and Deputy Designated Safeguarding Leads

The DSL takes lead responsibility for child protection and wider safeguarding. They should have the appropriate status and authority within the school to effectively carry out the duties of the post.

DSL's and deputies will,

- Be available during term time to discuss any safeguarding concerns with staff. The school has in place a process for ensuring adequate and appropriate cover arrangements for out of hours/out of term activities.

- Be the key person who manages referrals to Children's Social Care via the MASH and Early Help
.
- Report to the Police as required, where a crime may have been committed. NSPCC Guidance When to Call the Police. NSPCC When to Call the Police

- Refer to the Channel Programme where there is a concern regarding radicalisation and support staff who make referrals to the Channel Programme.

- Work with others, including offering support and advice to all staff and acting as a point of contact with safeguarding partners.

- Sharing information and managing the child protection files, including the transfer of school records and child protection information.

- Raise awareness with staff of the school safeguarding policies and procedures, as well as ensuring these documents are available publicly.

- Provide support to staff ensuring that they are supported during the referrals process, and supporting them to consider how safeguarding, welfare and educational outcomes are linked, including the provision of academic and pastoral support

- Encourage a culture of listening to children and understand the difficulties they may have in approaching staff about their circumstances, and consider how to build trusted relationships which facilitate communication.

1.2 Equalities

In line with the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.

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 child centred environment. In addition, ensuring the protection of children from abuse whilst participating in education wherever such learning/activity takes place.

Public Section Equality Duty – places a general duty on schools, in the exercise of their functions, to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, while advancing the equality and foster good relations between those who share a relevant protected characteristic and those who do not.

Within this policy, the understanding is that some children, including children with special education needs and disabilities, can be **particularly vulnerable** to abuse and neglect. In this policy we accept the responsibility to take reasonable and appropriate steps to ensure their welfare and consider extra pastoral support for children with SEN and disabilities.

It is understood that,

Para. 198

"…additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- these children being more prone to peer group isolation or bullying (including prejudiced based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so.

Keeping Children Safe in Education, September 2022

Vulnerable children may also include,

- Are at risk due to either their own or a family member's mental health needs
- Are missing from education
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Through this safeguarding child protection policy, and in accordance with Keeping Children Safe in Education, September 2022, we will;

- Promote and prioritise the safety and wellbeing of all children and young people;

- Ensure everyone, staff, pupils and parents understand their roles and responsibilities in respect of safeguarding and child protection;

- Ensure **all staff** have read **Part 1 and Annex A, of the Keeping Children Safe in Education, September 2022 Guidance document**, and have completed a signed record to say they have done so;

- Ensure everyone has appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people;

- Ensure in the event of incidents/concerns of abuse, appropriate action is taken in line with local procedures, and support provided to the individual/s who raise of disclose a concern;

- Ensure that confidential, detailed and accurate records of all safeguarding and child protection concerns are maintained and securely stored, and transferred securely following the agreed procedure;

- Prevent the employment/deployment of unsuitable individuals;

- Help protect children and young people from exploitation including radicalisation, child sexual exploitation and child criminal exploitation (county lines)

- Acknowledge that even if there are no reports of peer-on-peer abuse in school it does not mean it is not happening, it may be the case that it is just not being reported, however, if peer-on-peer abuse is reported, ensure that appropriate action is taken.

- Ensure robust and effective safeguarding arrangements and procedures are in operation in school

- Acknowledge that **'Children'** includes everyone under the age of 18 years.

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 actions taken to safeguard children as detailed in the

- School Behaviour Policy;

- Allegations Management Policy and

- Staff Code of Conduct.

1.3 Definitions of Abuse

Children have been abused, or are at risk of abuse, when their basic needs are not being met through acts of either commission, or omission.

The category of abuse and neglect are:

Physical Abuse	**Emotional Abuse**
Sexual Abuse	**Neglect**

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however **all** members of staff should be alert to the possible signs of abuse. For full details of definitions, please see (**Appendix 5)**

In line with Keeping Children Safe in Education 2022, the definition of safeguarding for this document is as follows:

Para. 4

- protecting children from maltreatment;
- preventing impairment of children's mental or 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.

Keeping Children Safe in Education, September 2022

2. Safeguarding at Kirkby High School

As part of a safer schools culture, effective child protection processes and procedures in schools and education settings should be fully embedded. To establish and maintain an open and safer culture we will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and they feel listened to
- Ensure robust and effective systems are in place to enable children to share their concerns
- Ensure children know there are adults in school they can talk to if they are worried,
- Ensure that within the curriculum children are taught the skills they need to recognise and stay safe from all kinds of harm, including exploitation and online safety.
- Ensure that children who may be particularly vulnerable, such as those with SEND are supported
- Ensure that children and young people that have English as an additional language have access to support and information that is clear, accessible and in their preferred language

All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the

promotion of positive mental health strategies through the curriculum, PSHE and Drop-down sessions.

Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school safeguarding team in keeping with the school's safeguarding reporting arrangement so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school are able to make referrals to a wide range of external services to secure additional appropriate support for students.

2.1 Specific Safeguarding Issues

Para 31.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Keeping children safe in Education, Sept 2022

Children Missing Education

All staff should be aware that, children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include,

- **Abuse and neglect**
- **Sexual abuse**
- **Criminal or Sexual Exploitation**
- **Mental health problems**
- **Risk of substance misuse**
- **Risk of travelling to conflict zones**
- **Risk of Female Genital Mutilation**
- **Risk of Forced Marriage/'Honour' based abuse**

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

In line with the school attendance policy, every attempt should have made by Kirkby High School to make contact with the child and their family. After **10 days** if the child is still missing from education, the school should inform the Local Authority Child Missing Education (CME) officer, and the local CME procedures followed. Knowsley CME officer is Phil McCalliog.

Extra-familial harm

Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence, county lines, and radicalisation.

Para 23.
All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

Keeping children safe in Education, Sept 2022

School staff and DSL will have a key role in sharing relevant information and contributing to contextual safeguarding approaches that will aim to extend the concept of 'capacity to safeguard' beyond families to those individuals and sectors who manage extra-familial settings in which children encounter risk.

DSL's and their deputies will be required to share information regarding children identified as vulnerable to extra-familial harm with the Knowsley Multi Agency Child Exploitation (MACE) meeting and the Knowsley Vulnerable Children's meeting.

Children discussed at MACE have already been identified having significant concerns in relation to being exploited, and as such a support and safety plan has been identified and put in place. These support and safety plans will include involvement from Children's Social Care or Early Help Services.

Children discussed at the Knowsley Vulnerable Children's Meeting, have been identified as potentially being at risk of exploitation, however they are not known or open to any existing services or accessing any additional support. DSL's who have concerns regarding pupils that may be at risk of exploitation, but are not open to any services or accessing support can make a referral into the Knowsley Multi Agency Vulnerable Children's meeting for the child and the concerns to be discussed. **Please see Appendix 9 for referral form**.

Where there are concerns regarding exploitation and a school setting, schools may be asked to contribute to contextual safeguarding assessments and utilising resources such as the Contextual Safeguarding School Assessment Toolkit. This assessment is currently a draft version under development and testing

Child Exploitation

All staff should recognise **child exploitation** as a form of child abuse. This occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive children under the age of 18. The nature of exploitation can be sexual, where sexual activity takes place in exchange for something, the victim needs or wants, financial advantage, or increased status of the perpetrator or facilitator. It can also be criminal, where drug networks or gangs groom and exploit children to carry drugs and money across county lines, from urban areas to suburban and rural areas, market and seaside towns. It may also include children affected by gang activity and youth violence.

Team Shield

Knowsley has a dedicated multi-agency team that works together with children, families and the community to offer a range of services to reduce the risk of child exploitation. **Team Shield** can provide a central point for professionals to receive expert support with reference to child exploitation. They provide a coordinated and proactive response to child exploitation: prevention, safeguarding and prosecution.

Where staff in school have concerns relating to child exploitation, and the case is not already open, they should follow the procedures detailed in this policy and complete a Multi-Agency Referral Form (MARF). Once completed it is sent into Multi Agency Safeguarding Hub (MASH) where it will then be processed and forwarded to Shield.

If concerns are in relation to an open case in Knowsley, then school staff can complete a Child Exploitation Assessment form on the liquid logic Early Help module and send it to the MACE tray. Further details can be found in the Knowsley Multi Agency Child Exploitation Policy.
Child Exploitation - Knowsley Safeguarding Children Partnership (knowsleyscp.org.uk)

Domestic Abuse

The Domestic Abuse Act 2021 formally recognised the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse. The definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

The abuse can encompass, but is not limited to:

- **Psychological**
- **Physical**
- **Sexual Violence**
- **Economic/Financial**
- **Emotional**
- **Coercive and controlling behaviour**

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (a form of peer-on-peer abuse falling under the definition of domestic abuse, depending on the age of the child) and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.

Operation Encompass

Kirkby High School has a named Operation Encompass (OE) contact. Operation Encompass
When Police attend a Domestic Abuse call and they are aware children have been present, they will record details of the school or nursery provision the child attends. Kirkby High School will be made aware as early as possible of the incident. **Schools are asked to set up an Operation Encompass e-mail account for this purpose**. This account must be accessible to more than one member of the SLT or safeguarding team. Once the school OE champion is aware, they can take actions to support and safeguard the child. The actions taken by the school will be recorded Operation Encompass recording sheet. **(See Appendix 7)** School staff may choose to use the DARIM (Domestic Abuse Risk Identification Matrix) tool to assess the risk of harm to a child who had witnessed domestic abuse. DARIM

Female Genital Mutilation (FGM)

FGM mandatory reporting for teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police

where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Female Genital Mutilation (sometimes referred to as 'Cutting') comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the U.K. and is a form of child abuse with long-lasting and harmful consequences.

If Kirkby High School staff have a concern, Knowsley safeguarding procedures must be followed. **Teachers must personally report to the police**, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the Designated Safeguarding Lead. The duty does not apply in relation to at risk or suspected cases. In these cases teachers should follow Knowsley Safeguarding Children Partnership procedures.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In Knowsley, any concerns regarding an incident of forced marriage should be reported immediately to the police and a referral made into the MASH.

Preventing Radicalisation

> Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be part of a schools' or colleges' safeguarding approach.
>
> **Page 147, Keeping Children Safe in Education, September 2022.**

Children 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 and their families from violent extremism.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

Page 147, Keeping Children Safe in Education, September 2022.

Kirkby High School will assess the risk of children being drawn into terrorism, including support for extremist ideals that are part of terrorist ideology. Schools should have clear procedures to protect children at risk of radicalisation. Further information can be found on the www.gov.uk website

Exploitation and radicalisation is a safeguarding concern. As such, in order to uphold the ethos and values of our school/ setting we 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

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour that could indicate that they may be in need of help or protection.

Channel

> Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment.
>
> **Page 148, Keeping Children Safe in Education, September 2022.**

In Knowsley a referral made into the Channel Panel via the MASH. **It falls to the referrer to highlight the concern in relation to the Prevent Duty. (See Appendix 8)**

Child-on-Child Abuse

All staff should be clear as to the school policy and procedures with regards to child-on-child abuse.

Child-on-Child is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. All allegations of child-on-child abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy and anti-bullying policy. Where a child has suffered or is likely to suffer significant harm a safeguarding referral will be made into the MASH.

Para. 35

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying);
- Abuse in intimate personal relationship between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates threatens and/or encourages physical abuse);
- 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 stand-alone or part of a boarder pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; 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 may also include an online element).

Keeping Children Safe in Education, September 2022.

Youth Produced Sexual Imagery/Sexting

Youth produced sexual imagery/Sexting is when someone shares sexual, naked or semi naked images or videos of themselves or others. It includes the sending of sexually explicit images, or text messages. The images or messages can be sent by mobiles, tablets, smart phones or laptops or any device that enables messages and images to be shared or sent.

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

Sexting and the Law:
A young person is breaking the law if they

- Take an explicit photo or video of themselves or a friend
- Share an explicit image or video of a child, even if is shared between children of the same age
- Possess, download or explore an explicit image or video of a child, even if the child gave their permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest.

The definition of Sexual Abuse now includes reference to,

> **Para 29**.
>
> 'The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.'
>
> **Keeping Children Safe in Education, Sept 2022**

Child on Child Sexual Violence and Sexual Harassment
Schools may come across arrange of sexualised behaviours in children that range from, those they would expect to see as part of normal child development, to inappropriate and harmful.

In dealing with reports of child-on-child sexual violence and sexual harassment, the complexity of the presenting issues and the pressure staff are under to make difficult decisions quickly must be taken into account. All staff working with children are advised to maintain as attitude of **'it could happen here'**

> **Para 18.**
> 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 any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
>
> **Keeping Children Safe in Education, Sept 2022**

Ultimately, any decisions made by the school staff must be done on a **case-by-case basis**, with the DSL taking a leading role and using their professional judgement, supported by other agencies such as Children's Social Care and the police as required. KCSiE 2022, Part 5 and the following guidance sets out how schools should respond to reports of sexual violence and sexual harassment.
Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)

Responding to report of sexual violence and sexual harassment

Keeping Children Safe in Education, Sept. 2022 upholds the principle that the is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

In Knowsley, DSL's may request support, advice and guidance from the Education Safeguarding Officer in relation to the cases as they arise.

- All victims should be supported and reassured that they are being taken seriously.
- Where the report includes an online element staff should be aware of Searching, Screening and Confiscation advice for Head Teachers and UKCCIS Sexting advice for schools.
- Staff **must not** view or forward illegal images of a child.
- While Staff can ask open questions such as those using the **TED** approach; Tell, Explain, Describe. They **must not** ask leading questions
- A written record should be made recording the facts as the child presents them.
- The Designated Safeguarding Lead must be informed as soon as possible.

Once an incident of sexual violence has been disclosed the DSL should make an immediate risk and needs assessment. (see **Appendix 6**) The risk and needs assessment should consider:

- The victim, especially their protection and support
- Whether there have been other victims
- The child displaying the sexualised behaviour
- All the other children, and if appropriate staff at the school, especially and actions that are appropriate to protect them from further harmful sexualised behaviour

In line with the Knowsley procedures, when considering a referral into Early Help, Children's Social Care, or the Police, schools should access the guidance detailed in the Children who display Sexually Inappropriate and Harmful Behaviour Protocol.
Children who display inappropriate or harmful sexual behaviour: Procedural Guidance

Options to manage the report

Para 485. It is important that schools and colleges consider every report on a case-by case basis…There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

Keeping Children Safe in Education, September 2022

1. **Manage internally** – In some cases of sexual harassment, e.g. one- off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, taking actions in line with school behaviour policy. This response should be underpinned by the principal that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions must be recorded.

2. **Early Help** –The school may decide that the children involved to not require statutory interventions but may benefit from Early Help via a referral into Knowsley MASH. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent

escalation of sexual violence. This response should be underpinned by the principal that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions must be recorded.

3. **Referrals to Children's Social Care** – where a child has been harmed, is at risk of harm, or is in immediate danger a referral should be made to the Knowsley MASH. Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school.

   Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support

   Kirkby High School may seek advice, guidance and support from the Education Safeguarding Officer on the best way to implement safeguarding and risk identification processes. Schools will support the completion of a specialist AIM assessment if required.

   This response should be underpinned by the principal that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions must be recorded.

4. **Reporting to the Police** – Any report to the Police will generally be in parallel with a referral the children's social care via the Knowsley MASH. Where a report of a rape, assault by penetration or sexual assault is made, the starting point is this information should be passed to the Police. In Knowsley the DSL will make this report to the **Vulnerable Persons Unit** in the Police.

   Schools will generally be informing the parents or carers of the children involved in the incident, unless there are compelling reasons not to, for example, informing the parent or carer is likely to put the child at further risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies

   Where an incident has been reported to the police, the school should consult with the Police and agree whet information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

   In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

   Additionally, whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy)

to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation

Part 5, Keeping Children Safe in Education, Sept. 2022 details further information in regards to cases that are referred into the criminal justice process.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- School Absence
- Changes in friendships
- Friendships or relationships with older individuals
- Significant decline in academic performance
- Signs of self harm
- Significant change in well being
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

All staff should be aware of the associated risk to a child, or group of children in the school and understand the measures in place to manage these.
Preventing youth violence and gang involvement Criminal exploitation of children and vulnerable adults: County Lines

Mental Health

All staff should be aware that mental health problems can, in some case, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. While only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff in school are well placed to observe children day to day and identify those who may be struggling with their mental well- being.

Para. 47

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Keeping Children Safe in Education, September 2022

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. Rise Above for links to all materials and lesson plans.

Powers to Screen and Search

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed, or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil) an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The power to screen and search must be referenced in the **school behaviour policy**. Further guidance to follow Searching, Screening and Confiscation Advice for Schools 2022 This document is in use from September 1st 2022.

Adultification

Adultification bias is a form of racial prejudice where children of minority groups are treated by adults as being more mature than the actually are. Black children are likely to be impacted by Adultification Bias, and actions carried out by these children, that would ordinarily be deemed normal for child development are more likely to be treated as opportunities for discipline and children are more likely to be seen as having malicious intention.

Adultification bias is a breach of child safeguarding legislation and guidance.

Davis and Marsh (2020) define adultification as:

'The concept of adultification is when notions of innocence and vulnerability are not afforded to certain children. This is determined by people and institutions who hold power over them. When adultification occurs outside of the home it is always founded within discrimination and bias. There are various definitions of adultification, all relate to a child's personal characteristics, socio-economic influences and/or lived experiences. Regardless of the context in which adultification take place, the impact results in children's rights being either diminished or not upheld.'

Awareness and understanding of Adultification Bias by school safeguarding teams is important as it can mean that the vulnerability of certain groups of children, specifically Black children is

overlooked, and rather than being safeguarded in relation to specific safeguarding issues such as exploitation, they are perceived as deviant and criminal.

Adultification reduces professional and organisational responsibility to safeguard and protect children, while simultaneously increasing the responsibility on the child to safeguard themselves.

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

The contribution of all staff to safeguard and protect children should be valued and recognised. However, it should be clearly understood that this work will **only** be carried out as part of an agreed plan and with a view to ensure it does not impact on any legal processes 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, humiliated and hold 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.

In line with **Keeping Children Safe in Education Guidance, September 2022**, we will endeavour to support children and young people through:

- Ensuring the content of the curriculum encourages self-esteem and self-motivation
- The identification of a Designated Safeguarding Lead and any deputies. (See **Appendix 1**)
- 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 whilst some types of behaviour are unacceptable, they are valued and not blamed for any abuse that may have occurred
- Recognising that children and young people living in environments where they may be exposed to **ACE's** (Adverse Childhood Experiences) such as domestic abuse, adult drug/alcohol misuse, adult mental health issues and/or criminality, are vulnerable and may be in need of support and protection
- Monitoring the welfare of children and young people who are its students, keeping accurate records, and notifying Children's Social Care via the Multi Agency Safeguarding Hub (MASH) as soon as there is a child protection concern in line with the Knowsley: Helping Children Thrive 2020 document.
- 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
- Using a Signs of Safety approach to support the safeguarding of children and families.
- Using assessment tools such as the Graded Care Profile 2, when they are concerned that a child may be experiencing neglect.

- Initiating and contributing to assessments relating to the child or young person and their family, including Early Help Assessments in line with the Knowsley Helping Children Thrive Model.

Para. 80

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's or college's safeguarding arrangements.

Keeping Children Safe in Education, September 2022.

Children potentially at a greater risk of harm.
Some children are recognised as potentially being at a greater risk of harm. All staff should be aware that these children can be particularly vulnerable;

- Children who need a social worker and are subject to Child in Need or Child Protection Plans
- Children requiring mental health support
- Looked after children and previously looked after children
- Care Leavers
- Children with special educational needs and disabilities

When assessing the impact of abuse and neglect on a child, staff should ensure consideration is given to the above criteria which may indicate additional vulnerability.

2.3 In order to support students and their families when dealing with safeguarding and potential child protection issues, school staff will,

- **Undertake discussions with the parents (or if appropriate the child or young person), to gain 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 the safeguarding and child protection

- Ensure that parents are aware of the intention to make a referral into Children's Social Care via the Knowsley MASH, unless to do so may put the child at increased risk of significant harm.

2.4 Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) is the term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18.

Professionals who work with children should have an understanding of how Adverse Childhood Experiences (ACE's) can have a tremendous impact on child development and the vulnerability of children. ACE's can have an impact on the child in terms of future violence victimization and perpetration, and lifelong health and opportunity.

Adverse Childhood Experiences have been linked to:

risky health behaviors
low life potential
chronic health conditions
early death

As the number of ACEs increases, so does the risk for these outcomes.

The presence of ACEs does not mean that a child will experience poor outcomes. However, children's positive experiences or protective factors can prevent children from experiencing adversity and can protect against many of the negative health and life outcomes even after adversity has occurred.

It is important to address the conditions that put children and families at risk of ACEs so that we can prevent ACEs before they happen.

2.5 Early Help Assessment

In order to effectively contribute to the Early Help Assessment process staff will actively participate and contribute to the development of a common assessment process that considers the needs of the child and the family.

Early Help Assessments are 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
- Identify an Early Help Lead person within the school

In making an <u>Early Help</u> referral in Knowsley a <u>Multi Agency Referral Form (MARF)</u> must be completed and submitted to the MASH.

3. Child Protection Procedures

In accordance with statutory guidance, Kirkby High School, governing bodies and proprietors should ensure that the school/education setting has the following in place,

- An effective child protection policy and procedures in place that are in accordance with the local authority guidance and locally agreed multi agency safeguarding arrangements put in place by the three safeguarding partners.

- 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 that are accessible to staff, pupils and parents.

The child protection procedures for schools and education settings 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 on line at KSCP Tri X multi agency procedures

- 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 Lead if they have one, or to the named person in the Local Authority, Safeguarding Education Officer, for advice. **Under no circumstances should the member of staff attempt to resolve the matter without first taking advice.**

- Understanding that taking no action does not safeguard children, once 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.**)

Para. 17

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involve, such as the designate safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Keeping Children Safe in Education, September 2022.

As part of the extended school provision, should any member of staff delivering this provision become aware of a child protection concern where a child is suffering, or likely to suffer significant harm, they should follow the procedure and contact the Children's Social Care Duty Team via the MASH. They should record their concerns and actions, and inform the setting Designated Safeguarding Lead as soon as practicable.

3.1 Dealing with a disclosure

Do	**Don't**
– Stay Calm – Listen carefully, let the child tell their story and take it seriously – Ask **TED** questions – **T**ell me, **E**xplain to me, **D**escribe to me – 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	– 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)

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 make a decision to select one of following;

Para 54

Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes
- undertaking an early help assessment ,or
- making a referral to statutory services for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

Keeping Children Safe in Education, September

Once the decision is made to make a referral the Designated Safeguarding Lead will contact the MASH and make a telephone referral. This must be followed up in writing using the Multi Agency Referral Form 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.

3.2 Making a referral

Para 59.

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

Keeping Children Safe in Education, September 2022

All staff will know what to do if a child tells them he/she is being abused or neglected. Staff members working with children are advised to maintain and attitude of **'it could happen here'** where safeguarding and child protection are concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

As such all staff should be aware through training how to make a referral into the Knowsley MASH. See **(Appendix 2)**

When making a referral the following information is required;

- Your name and where you are from
- The child's details – name, address, date of birth etc.
- Details of the child's parents/carers
- What's Working Well
  What you are worried about (Nature of the referral relating to significant harm and the category of abuse)
- Any relevant context that supports the referral information

- What needs to happen to ensure the safety/wellbeing of the child
- If the parents been informed of referral, and if not the reason why

3.3 Confidentiality and Information Sharing

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

- 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**.

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

The Headteacher/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 Information Sharing: Guidance for practitioners and managers.* Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role**.**

For **'*Seven Golden Rules of Information Sharing'*.** See **(Appendix 3.)**

All staff must be aware that they have a professional responsibility to share information securely with other agencies in order to safeguard children.

3.4 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.

Whether using paper records or the use of electronic recording systems such as CPOM's, records should clearly indicate statements of fact, opinion, first and second hand information, including who, what, where, when and why. All child welfare concern and child protection records should be kept securely in locked locations with limited access.

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) 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 + 75 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.

3.5 Transfer of Child Protection Records

It is the responsibility of the Headteacher to pass on confidential information to the pupil's next school, college or education setting. **Transfer of records checklist:**

- The Headteacher should inform a child's social worker immediately if they are aware that a child is moving 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 Headteacher 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 the School Attendance Improvement Officer (SAIO) and ask them to make further enquiries.

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. For Receipt of Child Protection File template, **see appendix 4**

Para 122.

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. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

Keeping Children Safe in Education, September 2022

In addition to the information transferred as part of the Child Protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of the child leaving. This may include information that would allow the new school to continue support to children who have a social worker, have been the victims of abuse or who are currently receiving support through the 'Channel' Programme.

Why is all of this important?

Para 70.

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Further information about serious case reviews can be found in Chapter four of Working Together to Safeguard Children. Examples of poor practice include:

• failing to act on and refer the early signs of abuse and neglect

• poor record keeping

• failing to listen to the views of the child

• failing to re-assess concerns when situations do not improve

• not sharing information with the right people within and between agencies

• sharing information too slowly, and

• a lack of challenge to those who appear not to be taking action.

Keeping Children Safe in Education, September 2022

3.6 Childcare Disqualification

Para 265.

For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018.

Keeping Children Safe in Education, September 2022.

Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of these checks can be found in the Disqualification under the Childcare Act 2006 statutory guidance.

4. Pandemic safeguarding arrangements

In response to the 2020 COVID 19 pandemic schools were required to take measures to ensure the health and wellbeing of both students and staff. This included students spending significant amount of time at home and away from the school environment.

An addendum document was issued that applied to the educational provision of the schools during the pandemic relating to Covid-19. This document was reviewed and updated according to developments and advice from government and the local authority. It sets out changes to the normal safeguarding and child protection procedures in light of the Department for Education's guidance https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance and should be read in conjunction with those procedures. Unless otherwise communicated, normal safeguarding and child protection policy and procedures continue to apply.

5. Monitoring and Review

This policy document will be monitored and reviewed annually in accordance with best practice 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.

In the interests of safeguarding and protecting the welfare of children and young people it is suggested that all staff receive a copy of the settings Safeguarding Child Protection policy, and sign a safeguarding checklist to say they have read and understood the content.

Appendix 1

Annex C: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads
It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Availability
During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whist generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a mater for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals
The designated safeguarding lead is expected to refer cases:

- of suspected abuse to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NSPCC - When to Call the Police should help understand when to consider calling the police and what to expect when working with the police.

Working with others
The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;

- act 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. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019

- As required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member

- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (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 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.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that the child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concerns was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part two of this guidance.

Where children leave the school or college (including 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.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff.

- Ensure the school 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;

- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements; and

- 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 with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should 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 criterial 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), those with relevant health conditions 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;

- 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 special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND 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.

Providing support to staff

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

- ensure that 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

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college 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 trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

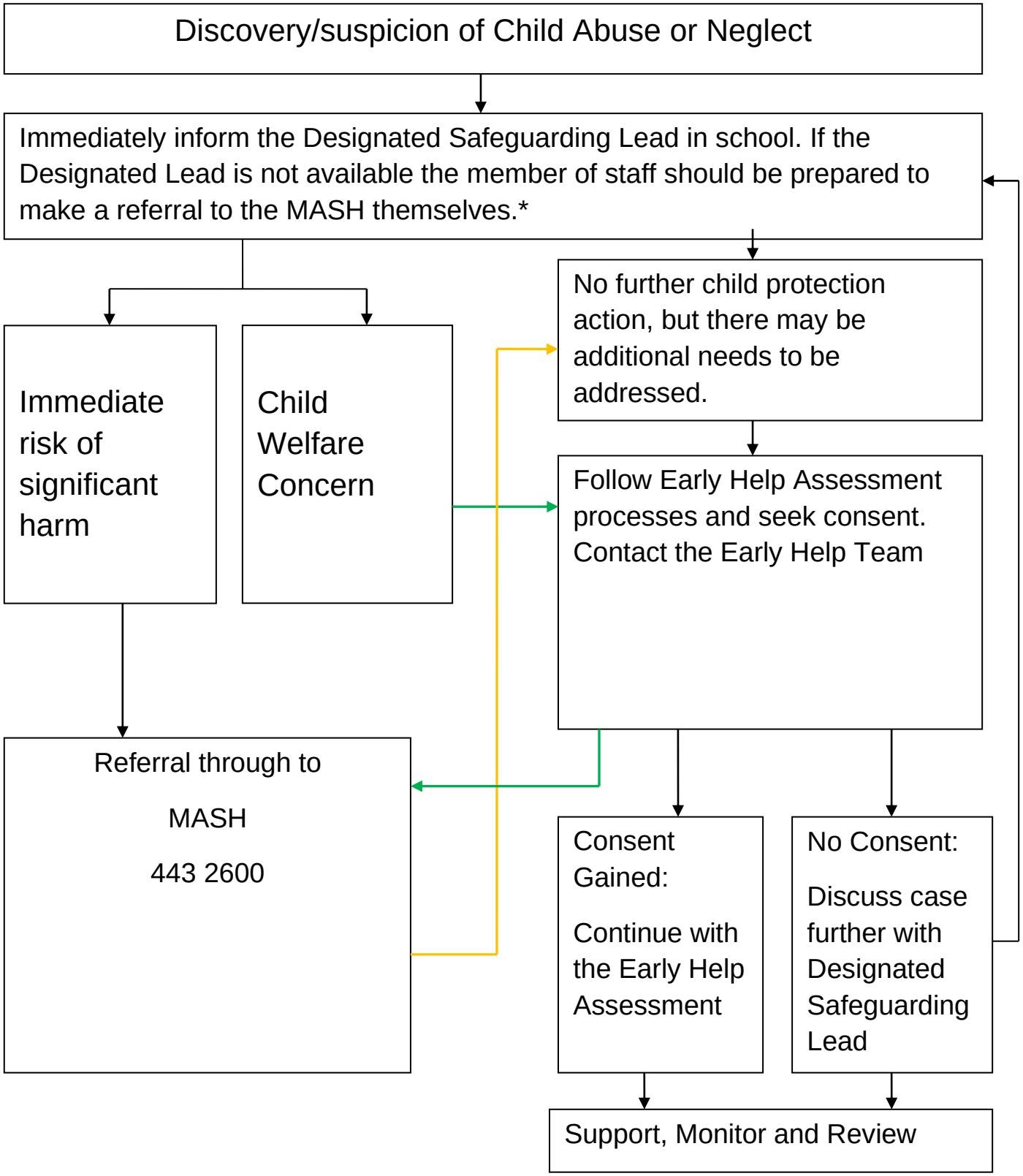
- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant 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.

Other Local Designated Safeguarding Lead Additional duties

In Knowsley the Designated Safeguarding Lead may also act as champion for local/ area initiatives such as Operation Encompass, Child Exploitation single point of contact and Private Fostering.

Appendix 2

Child Protection Procedures Flow Chart



*Paragraph 59 , **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. KCSIE, 2022.**

Appendix 3

HM Government

Seven golden rules for information sharing

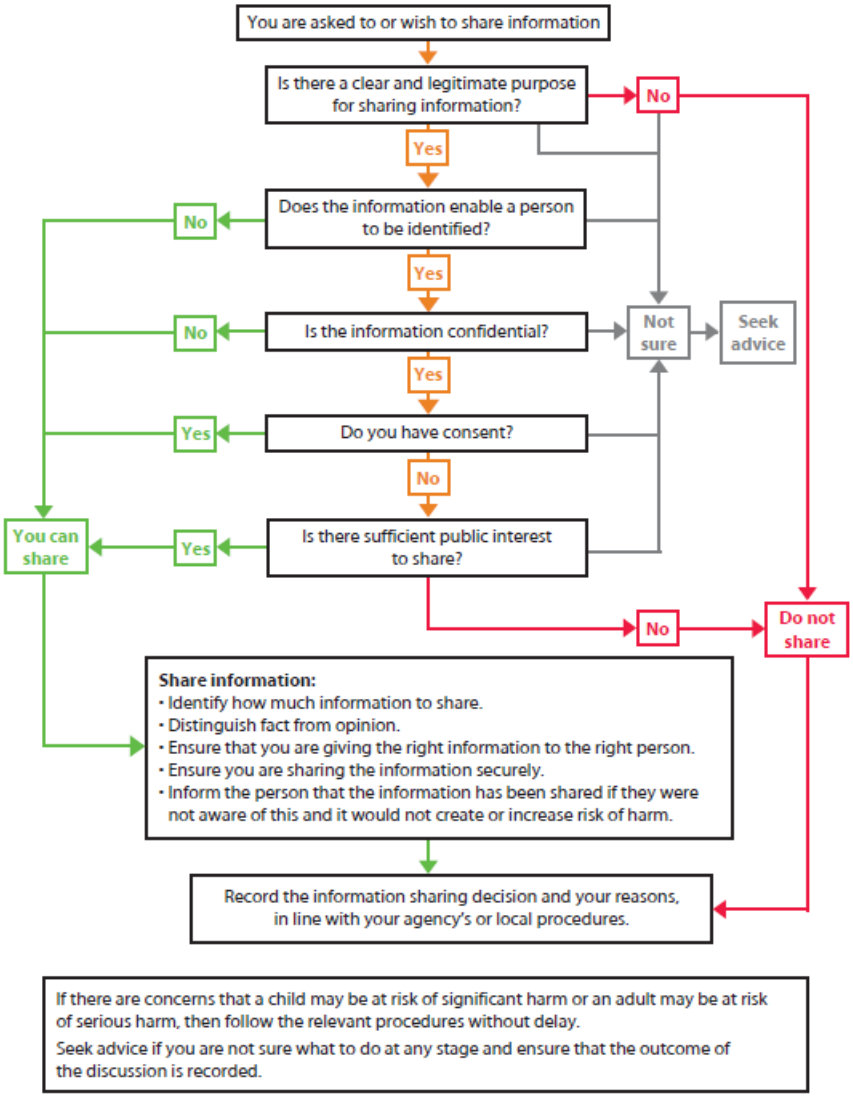
1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, 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**

HM Government

Flowchart of key questions for information sharing



If there are concerns that a child may be at risk of significant harm or an adult may be at risk of serious harm, then follow the relevant procedures without delay.

Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.

Local contacts

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

Appendix 4

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:

Job Title:

Signature:

Date:

Appendix 5

Indicators of abuse and neglect

Keeping Children Safe in Education 2022

Physical – A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm told a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional – 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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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.
Sexual abuse - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
Neglect – the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Appendix 6

School Risk Identification and Safety Plan

Name												
Date of Safety Plan												
Safeguarding Issue Identified	**Possible Impact**	**Current Management Issues**	**Level of Risk** Assessment of risk with current control measures in place			**Additional Safeguarding Solutions**	**New Level of Risk** Assessment of residual risk with all control measures in place.			**Target Date**	**Review Date**
			Liklihood (probability)	Impact (Severity)	Current Risk Rating		Liklihood (probability)	Impact (Severity)	Current Risk Rating		

Likelihood	High	3	6	9
	Medium	2	4	6
	Low	1	2	3
		Low	Medium	High
	Impact			

Signed _____

Appendix 7

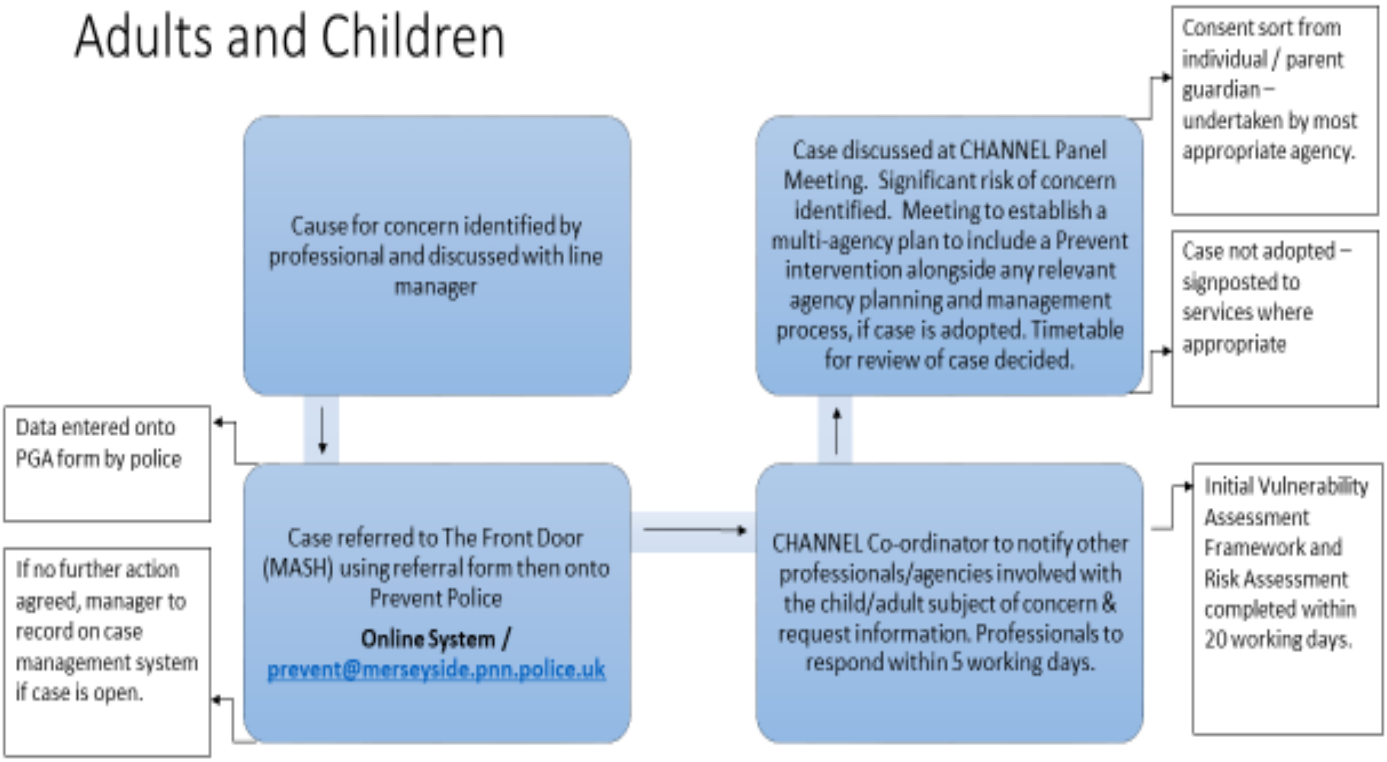
Operation Encompass recording sheet

Police Reference Number		Date	
Child's name and age & DOB			
Date and time of incident Address			
Circumstances of incident			
Additional school information including other Operation Encompass calls			
Actions taken and Impact			

Appendix 8

Knowsley Prevent Referral Pathway for Vulnerable Adults and Children

Knowsley Council



Official-sensitive

Appendix 9

Knowsley Vulnerable Children Meeting

Referral Form

KNOWSLEY CRIME AND COMMUNITIES TEAM

Vulnerable Children's Meeting (VCM) –

A Multi Agency meeting to ensure a comprehensive, partnership review of children who are identified as showing early signs of becoming involved in concerning behaviour that are NOT open to services. This meeting is designed to discuss those children (and siblings if relevant) that professionals are worried about, who may be involved in anti-social behaviour or showing signs that their behaviour is starting to escalate into something more serious or potentially placing them at risk.

Thank you for referring into the Vulnerable Children Meeting. Please complete the referral form below.

Please return this form to safercommunities@knowsley.gov.uk

Referrer's Details

Name of referrer	
Email	
Telephone	
Address	

Who are you referring?

Child's Name	
Child's DOB	
Parent/Carer Name	

Home address

Telephone

What are you worried about for this child?

Have you reported this to any other agency or person? E.g. Police, Housing Association, local councillor?

Is there any further information you would wish to share to assist the meeting?

Are you aware of any other services that are supporting this child? If yes can you provide details below?

Appendix 10

PREVENT REFERRAL FORM

REFERRAL PROCESS
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to: prevent@merseyside.pnn.police.uk If you have any questions whilst filling in the form, please call 0151 777 8506 (Merseyside Prevent Team)

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	**In as much detail as possible, please describe the specific concern(s) relevant to Prevent.**
Please Describe	

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	**Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?**
Please Describe	

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	**Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..**
Please Describe	

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?
INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

OFFICIAL – SENSITIVE (ONLY WHEN COMPLETED)

DATA PROTECTION ACT & POLICE INFORMATION MANAGEMENT POLICIES APPLY

THANK YOU
Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.

Appendix 11

REPORT OF SAFEGUARDING CONCERNS
Kirkby High school

This form should be completed when there is cause for concern and given to your Designated Safeguarding Lead Jeanette Rigby or Deputy Safeguarding Lead Leah Unsworth as soon as possible.

Name of student	**DoB**	**Form**

Date		**Time**	

Details of concern/disclosure/incident: (what was said, observed, reported? Where did the incident take place?)	
Print Name	**Sign**

Action taken by member of staff and why	**Date:**
Print Name	**Sign**
This concern was handed to DSL/DDSL	**Date:** **Time:**
DSL/DDSL sign:	

For completion by the Designated/Deputy Safeguarding Lead (DSL):

DSL Response:

Action taken by DSL:

Rationale for decision making/actions taken:

Outcome of action taken by DSL:

Follow up action by DSL:

Feedback given to person reporting the concerns:

Signed by DSL/DDSL: Date:

Full Name: