

Pensby Primary School



Child Protection, Looked After Children and Safeguarding Policy

Mrs K Brown: September 2008
Updated: September 2009/2010/2011, July 2012, July 2013, July 2014, Sept 2014,
July 2015, Sept 2015, May 2016, Dec 2016/July 2017/Oct 2018

Key contacts

Role	Name	Contact
Designated Safeguarding Lead	Kate Brown	0151 348 4145
Deputy Designated Safeguarding Lead	Joy Thomas	0151 348 4145
Additional L2 trained staff	Hayley Lloyd Jones	0151 348 4145
Nominated governor for Safeguarding and C P	Kate Roberts	0151 348 4145
Chair of Governors	David Spencer	0151 348 4145
Local Authority Designated Officer	Suzanne Cottrell	0151 666 4582 07780508918
	In the absence of the LADO officer, the duty IRO officer from the team cover this role and the contact number for them 666 4442	
WSCB Head of Safeguarding and Prevent lead for LA	Kerry Mehta	0151 666 5574
Prevent Team Merseyside Police	DS Darren Taylor	01517778311 msoc.prevent@merseyside.police.uk
Interim Director of Children's Services	Paul Boyce	0151 606 2000
Integrated Front Door (Formerly CADT)	Mon-Fri, 9:00am – 5.00pm Outside of these hours	Tel: 0151 606 2008 Tel: 0151 677 6557
Police	In an emergency For non-emergency but possible crime	999 101

<i>Record of training</i>	<i>Date Completed</i>
<i>Whole School Safeguarding Training- At least to Level 1</i> <i>Due every 3 years</i>	Completed annually by all staff and governors Next training due Sept 2019
<i>Senior Designated Person Level 2</i> <i>Due every 2 years</i>	K Brown Completed July 2017 Refresher due: July 2019
<i>Senior Designated Person Level 2</i> <i>Deputising Person</i> <i>Due every 2 years</i>	J Thomas Completed July 2017 Refresher due: July 2019
<i>Other Staff Level 2</i> <i>Due every 2 years</i>	H Lloyd-Jones – completed May 2016 Refresher due: May 2018
<i>Safer Recruitment Training - staff</i> <i>Due every 5 years</i>	K Brown completed Sept 2018 M Toal completed March 2016 Refresher due: September 2020 /21
<i>Safer Recruitment Training - Gov</i> <i>Due every 5 years</i>	K Roberts completed 18 th September 2011 Refresher due: September 2016
<i>Prevent Training</i>	K Brown trained Sept 2015 – trained to train. All school staff and Governros trained in Autumn term 2015 and Spring term 2016 prevent covered in safeguarding training

Please note – in the absence of K Brown AND J Thomas, the designated teacher in charge will be either: Mrs M Toal, Miss L Grant or Mr J Klausen. In this school, records of training are recorded by the Headteacher, Mrs K Brown.

1.0 INTRODUCTION

1.1 At Pensby Primary School we are committed to providing a safe and secure environment which encourages all children to work to their potential. Our school is committed to safeguarding children and aims to create a culture of vigilance. It is everyone's responsibility who comes into contact with children and families to attend regular training to identify safeguarding concerns and act on them accordingly. Our school fully recognises the contribution it can make to protect children and support pupils in school and recognises its legal duty and responsibilities to

protect and safeguard the interests of all children (as stated in 'Keeping Children Safe in Education - Statutory Guidance July 2016' and 'Working Together to Safeguard Children – 2016' and 'Guidance for Safer Working Practice for those working with Children and Young People in Education Settings – 2016'). The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations. This document provides the basis for good practice within the school for Child Protection work and safeguarding. It should be read in conjunction with the Wirral Local Safeguarding Board Procedures Manual (online). These are in keeping with relevant national procedures and reflect what the Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004.

1.2 These procedures provide a framework which ensures that all practice in the area of child protection and safeguarding is consistent with stated values and procedures that underpin all work with children and young people.

1.3 This document seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with Wirral Local Safeguarding Children Board requirements and procedures.

1.4 We take great pride in encouraging all our children to feel part of, and to contribute positively to fundamental British values. Children at Pensby Primary are given support and guidance in terms of anti-gun crime, knife crime and anti-gang behaviour. The local police are positively encouraged to work in partnership with the school and children are encouraged to see the police officers as positive role models and our community partners.

1.5 We are committed to the development of community cohesion and the prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments. We are also committed to respond to community concerns or local disturbances in a positive way which supports our British democratic society.

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

All procedures can be found on the WSCB website:

<http://wirrallscb.proceduresonline.com>

2.0 SCOPE

2.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEND it is up to 25 years of age. This policy applies to all staff and all learners in the school.

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

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

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

1.5 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures. It applies to all learners in the school and all staff in the

school, including permanent, temporary, support staff, governors, volunteers, contractors and external service or activity providers.

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, 2018

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

All procedures can be found on the WSCB website :

<https://www.wirralsafeguarding.co.uk/>

3.0 UNDERPINNING VALUES

Where there is any child protection or safeguarding issue, Pensby Primary School will work in accordance with the principles outlined in the Wirral Safeguarding Children Board Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstance.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice and inter-agency protocols should be followed. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under the Children's Trust arrangements is an important principle of practice in inter-agency work for safeguarding the welfare of children.

The school will foster an ongoing culture of vigilance to maintain a safer environment for all pupils by:

- Ensuring that senior members of staff have undertaken suitable 'Safer Recruitment' course and are committed to working to the guidelines recommended.
- Ensuring that all staff and governors have undertaken the PREVENT training programme and are committed to working within this responsibility. The school follows the advice in 'The Prevent Duty – Departmental advice for schools and childcare providers' June 2015.
- Checking the suitability of all prospective staff and volunteers during the recruitment process by checking the Independent Safeguarding Authority register of people cleared to work with children as well as carrying out a Disclosure and Barring Service check.
- Formulating an induction policy and programme for new staff and volunteers with the emphasis on Safeguarding Children.

- Ensuring that the Designated Senior Person for Child Protection has undergone suitable training for their role and that this training is refreshed every 2 years.
- Arranging whole school training in Safeguarding at least every 3 years. This training to include all staff eg teachers, teaching assistants, administration and caretaking staff; and anyone else who has regular contact with the pupils, and whenever possible renewing training annually.
- Arranging whole school staff awareness of the PREVENT strategy and process and ensuring they complete Channel General Awareness Module training online.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Supporting pupils who have been abused by co-operating with other professionals (as recommended by 'Working Together to Safeguard Children' 2016.) to carry out our responsibilities outlined in any Child Protection Plan issued at a Child Protection Case Conference.
- Establishing a safer environment in which children can learn and develop.
- Monitor pupils who are missing from Education and follow the schools attendance policy processes to reverse this.

Establishing a safer Establishment

The school will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHCE and IT curriculum for children to develop the skills they need to recognise risks and stay safe from abuse (see Internet Acceptable use policy).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Person responsible for child protection and their role in helping staff to safeguard pupils.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and / or radicalisation and their responsibility for referring any concerns to the designated senior person responsible for child protection/ PREVENT.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Wirral Social Care department if there is an unexplained absence of a pupil who is the subject of a child protection plan on day 1 of the absence.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and core groups.
- Keep written records of concerns about children to enable appropriate support to be targeted effectively eg 'Team Around the Child' meetings.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer by contacting the Local Authority Designated Officer for allegations.

4.0 ROLES AND RESPONSIBILITIES

4.1 The schools lead person with overall designated responsibility for safeguarding is Mrs K Brown. We have a deputy safeguarding lead, Mrs J Thomas to ensure there is appropriate cover for this role at all times. Miss Lloyd-Jones, Manager of Children's Club is also level 2 trained. The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

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

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

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

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

4.6 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DfE states 'peer on peer abuses should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' **Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system.**

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

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

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> (May 2018)

4.7 There is a policy regarding the use of mobile phones, cameras and other digital recording devices e.g. i-Pads. This is shared with all staff and visitors and is on the staff share.

5.0 SUPPORTING CHILDREN

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

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

5.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- ensuring the school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting'
- Sexting – Children in Year 5 and 6 will be informed about the implications of sexting and how, once a picture has been sent, this image can never fully be removed from the world wide web.
- providing pupils with a number of appropriate adults to approach if they are in difficulties; ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it' (KCSIE 2018)
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying; (Our anti-bullying policy can be found on the school website)
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures;
- acknowledging the importance of 'contextual safeguarding', which considers wider environmental factors in a pupils life that may be a threat to their safety and/or welfare (working together 2018) and KCSIE 2018
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- the school behaviour policy is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- liaising with other agencies that support the pupil such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services*, Education Welfare Services, Special Educational Support Services, Youth Offending Service and the Educational Psychology Service.
- ensuring that, when a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within 2 weeks and that the child's Social Worker is informed that the child has moved
- After 20 days absence if a child has moved and the new school is unknown the school will post details on the 'Pupil to Pupil' register.
- School will alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement. There is further information about Private Fostering in Appendix C
- **There is an advice line to speak to the Primary Mental Health Workers: 0151 488 8453**

6.0 SAFEGUARDING PROCEDURE

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

6.2 In line with the procedures, the Integrated Front Door (Formerly Central Advice and Duty Team (CADT) / Multi Agency Safeguarding Hub) will be contacted as soon as there is a significant concern.

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

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

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

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

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not lead or put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to request services from the Integrated Front Door (formerly CADT)
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the Designated Safeguarding Lead without delay.
- Complete the Child concern form and pass it to the DSL. SCHOOL TO SPECIFY WHAT IS EXPECTED This should include the date (including the day of the week) to help with analysis of any patterns)

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

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners, March 2015:

8.0 RECORD KEEPING

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

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

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

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

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

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

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

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

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

9.7 It is expected that you discuss your concerns with the parents and seek their consent to making a Request for Services, unless you consider that this would place the child at increased risk of significant harm.

9.8 You do not need the parents' consent to make a request for services if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

9.9 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to The Integrated Front Door (Formerly CADT / MASH.)

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

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

10.0 MAKING A REQUEST FOR SERVICE

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

INTEGRATED FRONT DOOR

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

Outside of these hours Tel: 0151 677 6557

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

In an emergency always call the police on 999.

If you think there has been a crime but it is not an emergency call 101.

The Request for Service form that can be found at:

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

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

11.0 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND

VOLUNTEERS (This procedure is detailed in Appendix C, Section 4)

11.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*. In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. See Appendix C, Section 9.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here:

<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

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

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

11.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix C, Section 10 for information on Single Central Record. In this school the Single Central Record is available in the school office.

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

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

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

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

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

12.0 Training and Induction

12.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, March 2016* and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of *Keeping Children Safe in Education*. Staff should also read, "Working Together to Safeguard Children."

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

12.3 The Designated Safeguarding Lead will undergo updated Safeguarding training every two years.

12.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. All governors must undergo governor specific online awareness training at least every two years. All staff will have access to WSCB multi-agency safeguarding training and e-learning.

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

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

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

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

<https://www.wirral Safeguarding.co.uk/professionals/serious-case-reviews/>

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

13.0 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

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

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

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

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

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

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

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

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of exactly what was said by the child and the member of staff
- only get a child to recount events once
- sign and date the record.

You should NEVER:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;

- *• forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children particularly in the context of child protection or Looked After Children. Well-kept records are essential to good child protection/ Looked After Children practice. Our school is clear about the need to record any concerns held about a child or children within our school: the status of such records and when these records should be passed over to other agencies.

Any record of observations, evidence or incident where possible should be made at the time, dated and signed using the Child Concern form. It is important to remember that contemporaneous notes are more valid than those made at a later date and signed. Child Protection/Looked After Children records will be kept separately in a locked filing cabinet and be held confidentially by the Designated Safeguarding Lead.

All staff are informed where these records are. The Child Protection Designate/Looked After Children and Headteacher have legitimate access to these records and others on a need to know basis.

Confidentiality for Child Protection/Looked After Children is there to protect the child or young person. When they disclose abuse they do so in the probable expectation that help will result. There will be a point in a disclosure when it is necessary to tell the child or young person that this information needs to be shared with other professionals.

Once a child protection issue has been raised, only the people directly concerned will be informed.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf (July 2018)

14.0 INTER AGENCY WORKING AND INFORMATION SHARING

- Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

15.0 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

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

15.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

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

16.0 WHISTLE-BLOWING AND COMPLAINTS

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

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

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

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

17.0 SITE SECURITY

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

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

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

18.0 QUALITY ASSURANCE

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

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

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

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

19.0 POLICY REVIEW

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

19.2 The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures.

20.0 SUPERVISION AND REFLECTION

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

20.2 The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team

around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case. A guidance document published by the Wirral Safeguarding Children Board for undertaking safeguarding reflection is published on the WSCB website and can be accessed here:

Appendix 1

21.0 SAFEGUARDING PROCEDURE

Teachers are well placed to notice the signs of child abuse, which are categorised as follows:

Physical abuse	- bruises, laceration and burns.
Physical neglect	- inadequate clothing, poor growth and hunger.
Emotional abuse	- excessive dependence or attention-seeking, and
Sexual abuse	- physical signs or substantial behaviour change (including precocity or withdrawal).

Staff look for abuse as a change in baseline behaviours.

It is not the responsibility of teachers to investigate suspected abuse, and they should take no action beyond that set out in locally established procedures. If a child volunteers information, their chief task is to listen: they should not make assumptions nor ask leading questions. However, they should make a note of the information, including the time, the setting and those present, which they should then pass on to the Designated Safeguarding Lead.

Definitions

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

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

Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (March 2015)* as:

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

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

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

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

22.0 CATEGORIES OF ABUSE

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

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

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

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

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

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

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

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

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

Is this a child with additional needs; where their health, development or achievement may be adversely affected?

Practitioners should follow Wirralls Guide to Integrated Working, November 2015.

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

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

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

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

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

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

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

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

23.0 FURTHER INFORMATION ON ESCALATION PROCEDURES

- Headteacher/Safeguarding Lead in school is unhappy with the response or decision from another agency regarding the safeguarding of a child and attempts to resolve it have not been successful.
- **Within one day** the Headteacher/Safeguarding Lead should contact David Robbins who will provide details of the manager of the service with which there is disagreement.
- davidrobins@wirral.gov.uk
- **Within one day** the Headteacher/Safeguarding Lead makes contact with the manager of the agency. **Within one working week** attempts are made to resolve the disagreement.
- If the disagreement is not resolved to the satisfaction of the Headteacher/Safeguarding Lead then he or she should inform the Consultant Headteacher **within one working week**:
- Primary – Andy Davies daviesa@wirral.gov.uk
- The Consultant Headteacher will arrange to meet the appropriate WSCB agency representative.
- Consultant HT will report back to the Headteacher/Safeguarding Lead who initiated the escalation.
- If the Headteacher/Safeguarding Lead /Consultant HT are still dissatisfied with the outcome **within one day** they will escalate to David Robbins, WSCB Business Manager, who will inform the WSCB executive and Chair.

Details can be found at:

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

24.0 FURTHER INFORMATION ON CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of a “chronology” will

enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

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

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

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

25.0 FURTHER INFORMATION ON FEMALE GENITAL MUTILATION

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

Indicators

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

The signs and symptoms that may point to Female Genital Communication are:

- have difficulty walking, sitting or standing;
- spend longer than normal in the bathroom or toilet;
- have unusual behaviour after an absence from school or college;
- be particularly reluctant to undergo normal medical examinations;
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Further guidance can be found on the NSPCC website:

<https://www.nspcc.org.uk>

Actions

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

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have

been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

26.0 FURTHER INFORMATION ON CHILDREN MISSING FROM EDUCATION

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

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

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

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

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

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

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

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

27.0 FURTHER INFORMATION ABOUT SEXTING

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Sexting may also be called:

- trading nudes
- dirties
- pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. 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 it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, 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 isn't in the public interest.

Sexting is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However Pensby Primary School takes a pro-active approach to help pupils to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

28.0 STEPS TO TAKE IN THE CASE OF AN INCIDENT

Step 1 - Disclosure by a student

Sexting disclosures should follow the normal safeguarding practices and protocols.

A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to police or social services; parents should be informed as soon as possible (police advice permitting).

The following questions will help decide upon the best course of action:

- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed?
For this reason a member of the Safeguarding team should be involved as soon as possible.
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and/or protection?
- Are there other students and/or young people involved?
- Do they know where the image has ended up?

Step 2- Searching a device – what are the rules?

The policy allows for a device to be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

When searching a mobile device the following conditions should apply:

- The search is conducted by the Headteacher or a person authorised by them and one other person;
- A member of the safeguarding team should normally be present;
- The search should normally be conducted by a member of the same gender as the person being searched. However if the image being searched for is likely to be of a different gender to the person 'in possession' then the device should only be viewed by a member of the same gender as the person whose image it is.

If any illegal images of a young person are found an immediate referral will be made under this safeguarding policy and the police will be called.

Always put the young person first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed. Instead rely on the description by the young person, secure the advice and contact the Police.

Never

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest not to do so would impede a police inquiry;
- Print out any material for evidence;
- Move any material from one storage device to another.

Always

- Inform the Designated Safeguarding Lead so they are able to take any necessary strategic decisions;
- Record the incident on the schools concerns form;
- Act in accordance with school safeguarding search and confiscation policies and procedures.

If there is an indecent image of a child on a website or a social networking site then the Safeguarding Team will report the image to the site hosting it. Under normal circumstances the team would follow the reporting procedures on the respective website; however, in the case of a sexting incident involving a child or young person where it may be felt that they may be at risk of abuse then the team will report the incident directly to CEOP www.ceop.police.uk/ceop-report , so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 - What to do and not do with the image

If the image has been shared across a personal mobile device:

Always

- Confiscate and secure the device(s). Close down or switch the device off as soon as possible. This may prevent anyone removing evidence 'remotely'.

Never

- View the image unless there is a clear reason to do so or view it without an additional adult present (this additional person does not need to view the image and certainly should not do so if they are of a different gender to the person whose image has been shared). The viewing of an image should only be done to establish that there has been an incident which requires further action;
- Send, share or save the image anywhere;
- Allow students to do any of the above.

If the image has been shared across a school network, a website or a social network:

Always

- Block the network to all users and isolate the image.

Never

- Send or print the image;
- Move the material from one place to another;
- View the image outside of the protocols in the school's safeguarding and child protection policies and procedures.

Preventative educational programmes on sexting can be found on CEOP's advice-giving website or on the NSPCC website:

www.thinkuknow.co.uk

29.0 FURTHER INFORMATION ON PRIVATE FOSTERING

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

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

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

30.0 FURTHER INFORMATION ON ONLINE SAFETY

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

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

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

Filters and monitoring

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

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

31.0 FURTHER INFORMATION ON PRE-APPOINTMENT CHECKS

All new appointments

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

When appointing new staff, schools and colleges must

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;

- the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and
- verify professional qualifications, as appropriate.
- Carry out prohibition check for all staff with QTS

32.0 SUPPORTING PUPILS AT RISK

Pensby Primary School recognises that children who are abused or who witness violence or who are at risk of radicalisation, may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant, or they may be withdrawn from the school. The school will endeavour to support the pupil through:

- A curriculum to encourage self esteem and self motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives children a sense of being valued.
- The implementation of school behaviour management policies. A consistent approach, which recognises and separates the cause of behaviour from that which the child displays, is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals who support the children and their families.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

33.0 LOOKED AFTER CHILDREN

The school staff are aware that being 'looked after' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given. The schools safeguarding Designated lead is also responsible to Looked after children.

School staff and governors are aware of the duty on LAs and schools to promote the educational achievement of looked after children.

All looked after children have a PEP (Personal Educational Plan) in place within 20 days of starting at our school. This includes targets and is linked to the child's Care Plan and any other plan that results from this process.

Following the writing of the PEP the recommendations that are educational are adhered to by all staff.

Looked after children are encouraged to access extra curricular activities realising the positive impact this will have on their self esteem and learning.

Reports/meetings are attended by the school whenever possible and full cooperation is given to other agencies involved with the child.

34.0 INFORMATION TO PARENTS/FAMILIES

Because of day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should be aware, therefore, that where it appears to a member

of staff that a child may have been abused, the school is required, as part of Child Protection procedures, to report their concerns to the social services department.

35.0 ALLEGATIONS AGAINST STAFF

We recognise that although in the minority, allegations can be made against any person working alongside children. The school has policy guidance for all staff on current child protection issues including the possibility of allegations being made against staff.

There are clear guidelines set out in the schools staff code of conduct that will help to minimise the possibility of staff allegations. Please refer to the schools 'Allegations Against Staff' policy.

The Local Authority Designated Officer for Allegations (**LADO**) **must be told of allegations against adults working with children and young people within 24 hours**. This includes all cases where a person is alleged to have:

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

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

Suzanne Cottrell.

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

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed by the senior manager in full and forwarded to the LADO via email within 24 hours.

36.0 INTERNET ACCESS AND RELATED ISSUES

Safeguarding measures are in place for use of all ICT equipment in school. In addition, teaching staff will manage and monitor the children's access to the INTERNET and school filters are used to block and prevent access to known unsuitable internet content.

The school does not allow children to access the internet, without a member of staff being present in the room. Children's photographs are only published on the school website if they are in groups of children and faces are small and not clear. Individual photos are only published if the face is hidden so the child cannot be identified. Children are not identified by name and photographs are not forwarded to any other site.

Photographs of children or video footage for external use e.g. research or training, can only be taken following written parental permission.

37.0 PREVENT POLICY -SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Further information on Preventing Radicalisation

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of

extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

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

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

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

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are

identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

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

Pensby Primary values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Pensby Primary is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 1.

Pensby Primary seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors and the Head Teacher will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Our school, like all others, is required to identify a Prevent **Single Point of Contact** (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Person. The SPOC for Pensby Primary School is Mrs. K Brown and in her absence Mrs J Thomas.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Person if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

38.0 SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, HONOUR BASED VIOLENCE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Person can get advice as necessary.

PREVENT

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[Referrals are then made through the usual Wirral Safeguarding process, through completion of a MARS form.](#)

Appendix 1

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:
- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX 2

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

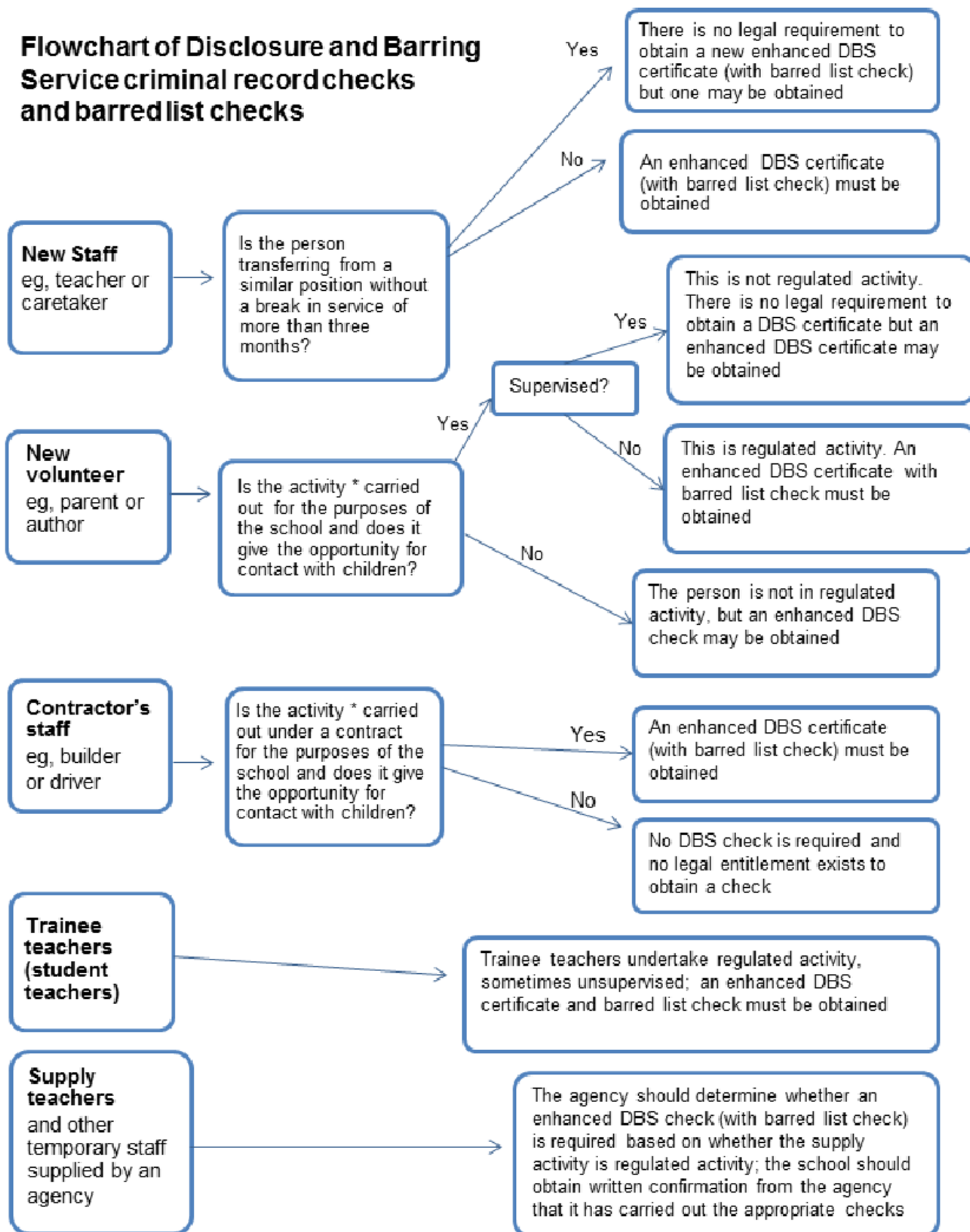
The SPOC for Pensby Primary School is Mrs K Brown, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Pensby Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Merseyside Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

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



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