

Model Child Protection Policy and Procedures for Knowsley Schools and Education Settings.

September 2020

This policy reflects current legislation and statutory guidance in relation to child protection and safeguarding in school and educational settings.

1. Policy Statement

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

St Anne's Catholic Primary School acknowledges the **duty** of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice standards and Ofsted requirements.

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

Keeping Children Safe in Education, September 2020.

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

Within this policy, the understanding is that some children, including children with special education needs and disabilities, can be **particularly vulnerable** to abuse and neglect. It is understood that,

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Keeping Children Safe in Education, September 2020

In this policy we accept the responsibility to take reasonable and appropriate steps to ensure their welfare and consider extra pastoral support for children with SEN and disabilities.

Through this safeguarding child protection policy, and in accordance with Keeping Children Safe in Education, September 2020, we will;

- Promote and prioritise the safety and wellbeing of all children and young people
- Ensure everyone, staff, pupils and parents understand their roles and responsibilities in respect of safeguarding and child protection
- Ensure **all staff** have read **Part 1 and Annex A, of the Keeping Children Safe in Education, September 2020 Guidance document**, and have completed a signed record to say they have done so
- Ensure everyone has appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people.
- Ensure in the event of incidents/concerns of abuse, appropriate action is taken in line with local procedures, and support provided to the individual/s who raise or disclose a concern.
- Ensure that confidential, detailed and accurate records of all safeguarding and child protection concerns are maintained and securely stored.
- Prevent the employment/deployment of unsuitable individuals
- Help protect children and young people from exploitation including radicalisation, child sexual exploitation and child criminal exploitation (county lines)
- Ensure robust and effective safeguarding arrangements and procedures are in operation in school

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

1.1 Definitions of Abuse

Children have been abused or are at risk of abuse when the basic needs of the child are not being met through acts of either commission or omission. Types of abuse and neglect are:

Physical Abuse

Emotional Abuse

Sexual Abuse

Neglect

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

In line with Keeping Children Safe in Education 2020, the definition of safeguarding for this document is as follows:

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

Keeping Children Safe in Education, September 2020.

2. Safeguarding in Schools

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

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

2.1 Specific Safeguarding Issues

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All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Keeping Children Safe in Education, September 2020.

Children Missing Education

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

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

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

Contextual Safeguarding

Contextual Safeguarding is implicit within the Keeping Children Safe in Education, 2020 guidance. Knowsley continues to work with University of Bedfordshire to develop and embed contextual safeguarding across the borough.

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

This role will include contributing to contextual safeguarding assessments and utilising resources such as the school assessment toolkit.

Child Exploitation

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

Team Shield

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

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

If concerns are in relation to an open case in Knowsley, then school staff can complete a Child Exploitation Assessment form on the liquid logic Early Help module and send it to the MACE tray.

Domestic Abuse

Domestic Abuse definition: any incident, pattern of incident of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.

Operation Encompass

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

Female Genital Mutilation (FGM)

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

Keeping Children Safe in Education, September 2020.

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

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

Preventing Radicalisation

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be part of a schools' or colleges' safeguarding approach.

Page 89, Keeping Children Safe in Education, September 2020.

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

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideals that are part of terrorist ideology. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation.

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

Extremism

Is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. *Radicalisation* refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Page 89, Keeping Children Safe in Education, September 2020.

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

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

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

Channel

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

Page 90, Keeping Children Safe in Education, September 2020.

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

Peer on peer abuse

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

Peer on peer abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. All allegations of peer on peer abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy and anti bullying policy.

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All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Keeping Children Safe in Education, September 2020.

Youth Produced Sexual Imagery/Sexting

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

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

Sexting and the Law:

A young person is breaking the law if they

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

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

Child on Child Sexual Violence and Sexual Harassment

In dealing with reports of child on child sexual violence and sexual harassment, the complexity of the presenting issues and the pressure staff are under to make difficult decisions quickly must be taken into account. Pre planning, effective training and effective policies will provide schools with the foundation for a calm, considered and appropriate response.

Ultimately, any decisions made by the school staff must be done on a **case by case basis**, with the DSL taking a leading role and using their professional judgement, supported by other agencies such as Children's Social Care and the police as required.

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

- All victims should be supported and reassured that they are being taken seriously.
- Where the report includes an online element staff should be aware of [Searching, Screening and Confiscation advice for Head Teachers](#) and [UKCCIS Sexting](#) advice for schools.
- Staff **must not** view or forward illegal images of a child.
- The Designated Safeguarding Lead must be informed as soon as possible.

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

- The victim, especially their protection and support
- The child displaying the behaviour
- All the other children, and if appropriate staff at the school, especially the actions that are appropriate to protect them.

Options to manage the report

Para 281.

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

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

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

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

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

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

Schools will generally be informing the parents or carers of the children involved in the incident, unless there are compelling reasons not to, for example, informing the parent or carer is likely to put the child at further risk.

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

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

Serious Violence

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

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

All staff should be aware of the associated risk to a child, or group of children in the school and understand the measures in place to manage these.

[Preventing youth violence and gang involvement](#) [Criminal exploitation of children and vulnerable adults: County Lines](#)

Mental Health

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

Para. 37

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

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Child on Child sexual violence and sexual harassment.

In line with this policy when dealing with a disclosure of child on child sexual violence and sexual harassment it is essential that all victims are reassured that they are being taken seriously.

When there has been a report of sexual violence, the designated safeguarding lead should make an immediate risk and needs assessment in relation to all the children involved. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator; and
- All the other children (and if appropriate adults students and staff) at the school or college, especially any actions that are appropriate to protect them.

(Appendix 6) Safeguarding risk and needs identification template for schools

Every report of child on child sexual violence and harassment will be considered on a case-by-case basis. There are four likely options for schools to consider when managing such reports.

- Managing Internally
- Early Help
- Referrals to children's social care
- Reporting to the Police.

It is imperative across all options, that all concerns, discussions, decisions and reasons for decisions are accurately recorded.

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

[Children who display inappropriate or harmful sexual behaviour: Procedural Guidance](#)

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

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

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

In line with **Keeping Children Safe in Education Guidance, September 2020**, we will endeavour to support children and young people through:

- Ensuring the content of the curriculum encourages self-esteem and self-motivation
- The identification of a Designated Safeguarding Lead and any deputies. (See **Appendix 1**)
- Promoting an ethos of positive support and create a safe and secure environment for staff and students.
- Upholding the school behaviour policy, ensuring students are aware that whilst some types of behaviour are unacceptable, they are valued and not blamed for any abuse that may have occurred
- Recognising that children and young people living in environments where they may be exposed to **ACE's** (Adverse Childhood Experiences) such as domestic abuse, adult drug/alcohol misuse, adult mental health issues and/or criminality, are vulnerable and may be in need of support and protection
- Monitoring the welfare of children and young people who are its students, keeping accurate records, and notifying Children's Social Care via the Multi Agency Safeguarding Hub (MASH) as soon as there is a child protection concern in line with the [Knowsley: Helping Children Thrive 2020](#) document.
- Identifying a key member of staff as an Operation Encompass Champion whose role is to receive information from the Police relating to incidents of Domestic Abuse
- Using a Signs of Safety approach to support the safeguarding of children and families.
- Using assessment tools such as the Graded Care Profile 2, when they are concerned that a child may be experiencing neglect.
- Initiating and contributing to assessments relating to the child or young person and their family, including Early Help Assessments in line with the Knowsley Helping Children Thrive Model.

Para. 61

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

Keeping Children Safe in Education, September 2020.

Children potentially at a greater risk of harm.

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

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

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

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

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

2.4 Adverse Childhood Experiences

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

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

Adverse Childhood Experiences have been linked to:

- risky health behaviors,
- chronic health conditions,
- low life potential, and
- early death.

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

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

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

2.5 Early Help Assessment

Para. 8

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Keeping Children Safe in Education, September 2020.

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

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

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

- Participate in Early Help Assessment training
- Develop effective links with other services and agencies
- Work in partnership with children, young people and their families
- Identify an Early Help Lead person within the school

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

3. Child Protection Procedures

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

- An effective child protection policy and procedures in place that are in accordance with the local authority guidance and locally agreed multi agency safeguarding arrangements put in place by the three safeguarding partners.
- That the child protection policy and procedures are made available on the school website or to pupils, student and parents on request

- Procedures in place for dealing with complaints about safeguarding arrangements that are accessible to staff, pupils and parents.

The child protection procedures for schools and education settings will ensure:

- The procedures set out in the Knowsley Safeguarding Children Partnership (KSCP) Safeguarding Children Procedures Manual are followed, together with the KSCP multi agency Child Protection Standards. These multi agency procedures are updated and held on line at [KSCP Tri X multi agency procedures](#)
- A member of staff who has child protection concerns about a child or young person, will **immediately** inform the Designated Safeguarding Lead, and record accurately the events giving rise to the concern.
- If the Designated Safeguarding Lead is unavailable the member of staff should speak to the Deputy Designated Lead if they have one, or to the named person in the Local Authority, Safeguarding Education Officer, for advice. **Under no circumstances should the member of staff attempt to resolve the matter without first taking advice.**
- Understanding that taking no action does not safeguard children, once information is received there should not be an assumption that someone else will act. Discussions should be had and the outcome should clearly note what actions will be taken, by who and why. (For Child Protection Procedures flow chart **see appendix 2.**)

Para. 17

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

Keeping Children Safe in Education, September 2020.

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

3.1 Dealing with a disclosure

Do

- Stay Calm
- Listen carefully, let the child tell their story and take it seriously
- Ask **TED** questions – **T**ell me, **E**xplain to me, **D**escribe to me
- Keep the child informed about what you are doing and what is happening at every stage
- Reassure them they have done nothing wrong and it is not their fault
- Make a full record of what has been said as soon as possible

Don't

- Promise confidentiality. Be honest about your own position, who you will have to tell and why
- Ask leading questions (e.g. Did your mother do this to you)
- Press the child for more details
- Make promises (e.g. this will never happen again)

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

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- Managing any support for the child internally via the school or college's own pastoral support processes;
- An early help assessment; or
- A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm

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Once the decision is made to make a referral the Designated Safeguarding Lead will contact the MASH and make a telephone referral. This must be followed up in writing using the Multi Agency Referral Form within 24 hours.

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

3.2 Making a referral

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

Keeping Children Safe in Education, September 2020.

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

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

When making a referral the following information is required;

- Your name and where you are from
- The child's details – name, address, date of birth etc.
- Details of the child's parents/carers
- Nature of the referral relating to significant harm and the category of abuse
- Any relevant context that supports the referral information
- If the parents have been informed of referral, and if not the reason why

3.3 Confidentiality and Information Sharing

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

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

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

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

The Headteacher/Designated Safeguarding Lead will only disclose information about a student to other members of the staff team on a need to know basis. In line with the *HM Government Information Sharing: Guidance for practitioners and managers*. Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.

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

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

3.4 Record Keeping

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

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

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) has been shared with schools and sets out the following guidance for the management of child protection files in schools.

Records	Basic File	Retention Period	At end of retention	Notes
All other important and prime documentation	Child Protection files	DOB + 75 years	Confidentially dispose	Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example). Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

3.5 Transfer of Child Protection Records

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

- The Headteacher should inform a child's social worker immediately if they are aware that a child is moving to a new Borough.
- Arrangements should be made before the records are transferred
- All original child protection records should be forwarded for the attention of the Headteacher of the receiving school
- Only on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with the confidential waste guidelines
- In event of not being able to trace a child, the school should contact the School Attendance Improvement Officer (SAIO) and ask them to make further enquiries.

If a Head Teacher is aware when a new student is admitted there are previous child protection concerns, every effort should be made to obtain the confidential child protection file from their previous school, college or education setting. For Receipt of Child Protection File template, **see appendix 4**

Why is all of this important?

Para. 55

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- Failing to act on and refer the early signs of abuse and neglect;
- Poor record keeping;
- Failing to listen to the views of the child;
- Failing to re-assess the concerns when situations do not improve;
- Not sharing information
- Sharing information too slowly; and
- A lack of challenge to those who appear not to be taking action.

Keeping Children Safe in Education, September 2020

3.6 Childcare Disqualification

Para 152.

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

Keeping Children Safe in Education, September 2020.

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

4. Pandemic safeguarding arrangements

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

An addendum document was issued that applied to the educational provision of the schools during the pandemic relating to Covid-19. This document will be reviewed, and updated according to developments and advice from government and the local authority. It sets out changes to the normal safeguarding and child protection procedures in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with those procedures. Unless otherwise communicated, normal safeguarding and child protection policy and procedures continue to apply.

5. Monitoring and Review

This policy document will be monitored and reviewed annually in accordance with best practice or in the following circumstances:

- Changes in legislation and/or government guidance

- As required by the Local Safeguarding Children Partnership, and Ofsted
- As a result of any other significant change or event.

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

Annex B: Role of the designated safeguarding lead

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

Deputy designated safeguarding leads

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

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners:
- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCO's or the named person with oversight for Sen in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations.
- Understand the importance of information sharing, both within the school and college and with the three safeguarding partners, other agencies, organisations and practitioners
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to help children stay safe whilst they are online as school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

In addition to the training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to the role.

Raise Awareness

The designated safeguarding lead should;

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

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

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

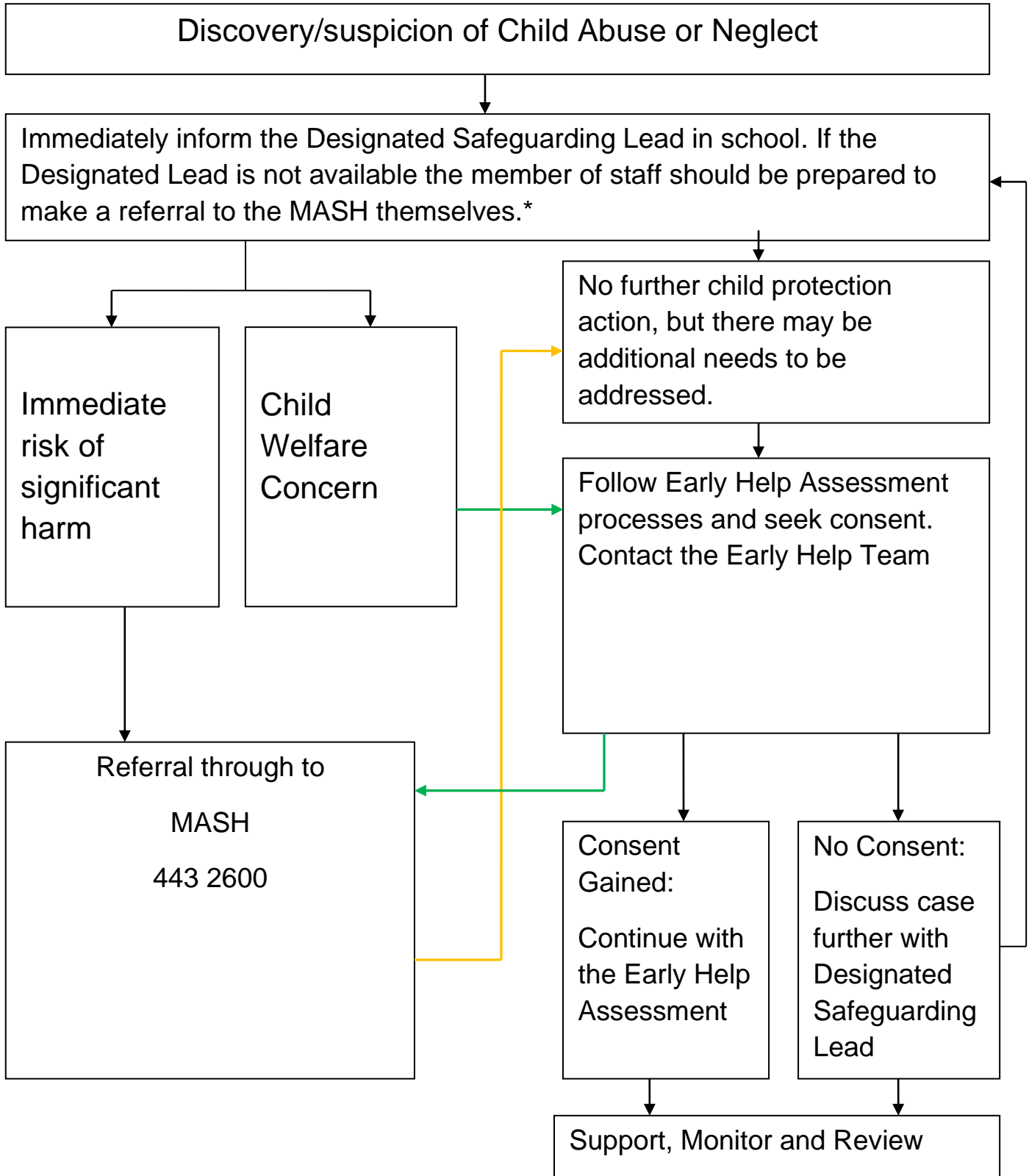
It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Additional duties

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

Appendix 2

Child Protection Procedures Flow Chart



*Paragraph 42, **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** KCSIE, 2020.

Appendix 3



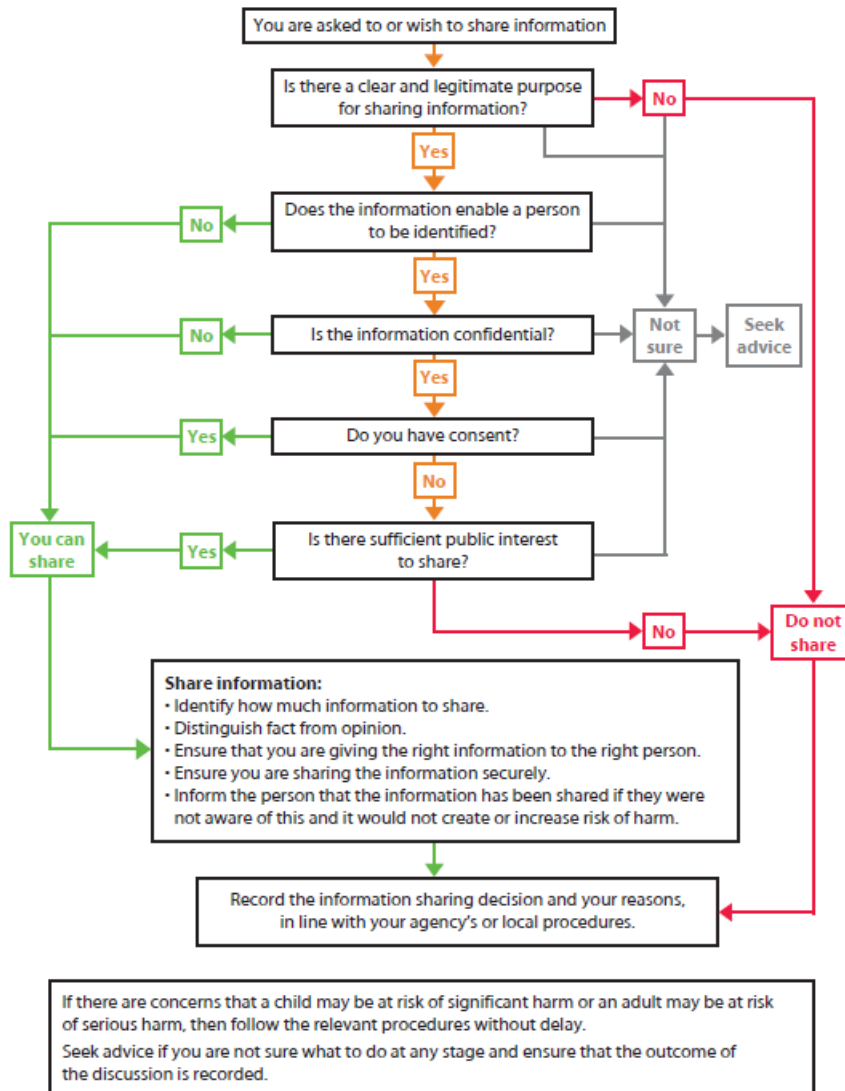
Seven golden rules for information sharing

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

Local contacts

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

Flowchart of key questions for information sharing



Local contacts

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

Receipt of Child Protection File

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

Name of Receiving School:

Issuing School:

School Name:

School Address:

Child's Name:

DOB:

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

Name:

Job Title:

Signature:

Date:

Appendix 5

Definitions of Abuse

Working Together to Safeguard Children 2019

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

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

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

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

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

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

School Risk Identification and Safety Plan

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

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

Signed _____

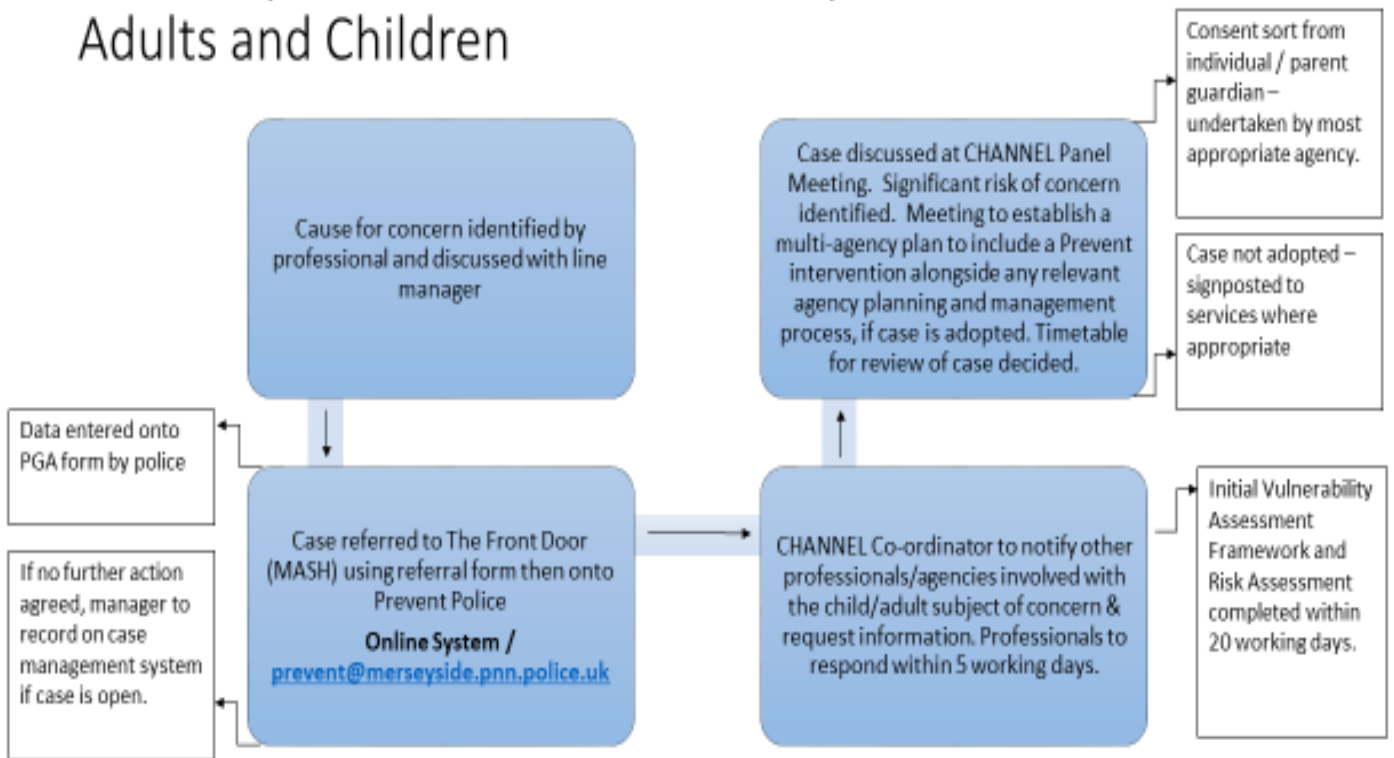
Operation Encompass recording sheet

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

Appendix 8



Knowsley Prevent Referral Pathway for Vulnerable Adults and Children



Official-sensitive