



St James' CofE Primary School Schools' model Safeguarding & Child Protection Policy

School Details

Head teacher:	Mrs Moore
Designated Safeguarding Lead:	Mrs Moore
Deputy Designated Safeguarding Lead(s):	Mrs Gaffney Mrs Swann Mrs Abrams
	Miss Mathews
Link Governor for Safeguarding:	Mr Rusling
Additional Link governor for Safeguarding:	Ms Greenough
Chair of Governors:	Mr Rusling
Policy Date:	September 1st 2020
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	September 2021

Trust Details

CEO:	Laurie Kwissa
Designated Safeguarding Lead:	Laurie Kwissa
Deputy Designated Safeguarding Lead(s):	Paul Stanley
Link Director for Safeguarding:	Jonathan Nicholls
Chair of Directors:	Stuart Harrison
Policy Date:	September 1 2020
Policy Status:	Statutory
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This policy reflects the vision of the Church of England that we should educate for Dignity and Respect. Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding.

This policy provides guidance to all adults working within the Trust whether paid or voluntary or directly employed by LDST or by a third party.

The Directors' minutes should reflect that the full board has reviewed and agreed LDST's child protection policy.

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.



This policy should be read alongside Part 1 and Annex A of Keeping Children Safe in Education 2020, and in conjunction with Part 1 of the School Improvement Liverpool Schools Safeguarding Handbook which is made available to all staff and volunteers.

1. Introduction

St James' CofE Primary School and its governing body recognises its duty towards safeguarding and promoting the welfare of children as set out in Section 175/157 of the Education Act 2002.

Our school will prevent and respond to abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will feel they are supported by colleagues and the senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves. We will protect children at risk of abuse or neglect by having procedures in place that reflect current legislation, guidance and best practice.

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

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

2. Child Protection Statement

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

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'*
(DFE 2020)

3. Definitions

**Child:**

A child includes everyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

Child Protection:

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

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

Safeguarding Children:

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

'Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' (DfE 2020)

Abuse:

Abuse is 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse:

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 Abuse:

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

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, 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.

Sexual Abuse:

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

Further information regarding the signs and indicators of abuse are set out in the DfE guidance Keeping Children Safe in Education (DfE 2020) and can be found within the School Improvement Liverpool Schools Safeguarding Handbook. This includes amongst others, the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Serious Violence, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, Peer on Peer abuse, Sexual Violence and Sexual Harassment (including sexting), Vulnerabilities to Extremism and Children Missing Education.

4. Policy Aims

- To ensure school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children
- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
- To ensure that the school's practice meets local and national guidance and all statutory requirements are in place.

5. Key Principles

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE 2020) reminds us that all staff should maintain an attitude of "*it could happen here*" where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. '*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.*' (DfE 2020)



- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- *'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.'* (DFE 2020)
- All staff have responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. *'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'* Working Together to Safeguard Children (DfE 2018)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

6. Legislation and Guidance

Schools and colleges must have regard for the DfE statutory guidance ['Keeping Children Safe in Education'](#) (DfE 2020). **This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 and annexe A of this guidance.**

Local authorities have a duty to make enquiries under [section 47](#) of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the Children Act 1989.

[Section 175](#) of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under [section 157](#) of the same Act.



[Working Together to Safeguard Children](#) (DfE 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

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

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required:

'Providing early help is more effective in promoting the welfare of children than reacting later. 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.' DFE 2018

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Local Safeguarding Children Partnership's Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: '[The Prevent Duty](#)' (June 2015). The guidance summarises the requirements of schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people. School can seek additional advice from the Local Authority's Prevent Coordinator or Local Authority's Prevent Education Officer: DC Andrew Webb 0161 856 2479 andrew.webb@gmp.police.uk (additional numbers can be found on school's safeguarding walls).

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. 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. Information on when and how to make a report can be found at: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information



*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 school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. DFE 2020*

The school will also consult the government guidance [Multi-agency statutory guidance on female genital mutilation](#) (revised 2016) and will have reference to guidance provided by the National FGM Centre [FGM Schools Guidance - National FGM Centre](#).

In addition, the school recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.)

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the [Statutory Framework for the Early Years Foundation Stage](#).

The [Teachers' Standards](#) (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.

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

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



Additional DFE/Gov guidance can be found here:

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

7. Communicating with parents and visitors

The school is committed to the principles of Working Together to Safeguard Children which states that a *'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.'*

The following statement is provided to parents/carers so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'

The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the headteacher or Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing our visitors book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception, staffrooms and safeguarding walls, classrooms, outdoor parent board and children's safeguarding board.

8. Roles and responsibilities



The Head Teacher is: Mrs Moore

The Chair of Governors is: Mr Rusling

The Designated Safeguarding Lead for Child Protection is: Mrs Moore/ Head Teacher

Those trained to provide cover for the role of Designated Safeguarding Lead are: Mrs Gaffney, Mrs Swann, Mrs Abrams & Miss Mathews

The nominated Link Safeguarding / Child Protection Governor is: Mrs Rusling

The nominated governor for dealing with allegations against the Head Teacher is: Mr Rusling

All staff (and volunteers) should:

- Contribute to ensuring students learn in a safe environment.
- Maintain the belief that *'it could happen here'*.
- Read and understand as a minimum Part 1 and Annexe A of the DFE (2020) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 and Annexe A of the DFE (2020) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- Have access to Part 1 of the Schools Safeguarding Handbook which will further support knowledge and understanding of key issues to enable them to identify and respond to children who need additional help. Staff will ensure that they have read and understood this document.
- Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory education, health and care plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is misusing drugs or alcohol themselves
 - is at risk of modern slavery, trafficking or exploitation
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health problems and domestic abuse
 - has returned home to their family from care
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited
 - is a privately fostered child
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school or college and/or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their family home. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.



- Understand that where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff should be aware of how these experiences can impact on a child's mental health, behaviour and education.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or in their absence a senior member of staff.
- Ensure that they record their concerns using the school's agreed reporting procedure: CPOMS or **Child Welfare form only if unable to immediately access CPOMS** in a simultaneous fashion. Records will note the difference between fact and opinion. The child's voice will be made clearly evident.
- Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.
- Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.
- Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or if required the Local Authority Designated Officer for Allegations against Staff.
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.
- Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the [Guidance for Safer Working Practices for Adults Working with Children](#) (2019)
- Be aware safeguarding issues can manifest themselves via peer on peer abuse.
- Understand that it may be appropriate to discuss with the Head teacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.
- Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.
- Be aware that if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform their head teacher.
- Be aware that they should inform their head teacher of any cautions, convictions or relevant order accrued during their employment, and/or if they are charged with a criminal offence.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse.
'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.' (DFE 2016)The DFE has provided additional practice guidance '[Safeguarding Disabled Children](#)' DFE 2009.
- Have access to the school's managing allegations against adults procedures and whistle blowing policy. (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)



- Have access to [What to do if you are worried a child is being abused 2015: Advice for practitioners DFE 2015](#)
- Understand that any indication of failure to follow any of the procedures set out within this policy will lead to a formal investigation by the school.

The Governing Body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DFE 2020) and Working Together to Safeguard Children (DFE 2018).
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the Local Safeguarding Children Partnership (LSCP) 'Responding to Needs Framework.'
- The child protection policy is reviewed at least annually by the full governing body and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019)
- The school's practice is reviewed in line with Local Authority guidance, Local Safeguarding Children Partnership (LSCP) priorities and procedures and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. Governors will ensure that this person has the appropriate status and authority within the school to carry out the duties of the post. They will 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. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the LSCP for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is an additional nominated safeguarding governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the headteacher review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- Ensure the school audits the health and safety of the school environment and any actions arising from the audit are addressed.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.



- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
- The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after, or have been previously looked after.
- There are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Head Teacher will ensure that:

- The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DFE 2020) are followed in line with the school's Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and/or the Teaching Regulation Agency as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DFE, 2020) and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met.
- The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks are made on visiting speakers and monitoring and filtering is in place across the school's IT systems. All staff have had opportunity for Prevent training either through face to face training or access to online resources:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The Designated Safeguarding Lead:



Keeping Children Safe in Education 2020 sets out the broad areas of responsibility for the Designated Safeguarding Lead. These are detailed below.

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 concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads – CAMHS Wigan 01942 775400) 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 all staff.

Undertake 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's 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 Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.



- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Raise Awareness

The designated safeguarding lead should:

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

Child protection file

Where children leave the school or college (including for in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. 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

According to Local Guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or Teaching Regulation Agency.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- The social worker is notified if a child subject to a child protection plan is absent without explanation.
- The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates.
- Child protection records are kept securely and separately from the child's normal file. Records will be transferred and/or retained in keeping with the Local Authority's and NSPCC guidance.
- The school attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. The school will complete the LSCP agency report ahead of each child protection conference.
- The school escalates its concerns with other agencies when a child's needs are not being met following the Local Safeguarding Children Partnership Escalation and Resolution Policy.
- All members of the safeguarding team have received appropriate training; that all referrals made are quality assured and that regular safeguarding supervision is provided to the safeguarding team to monitor all decisions and action taken and the well-being of each team member.
- All staff read and understand part 1 and annexe A of the DfE (2020) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.
- School has an appropriately trained member of staff in order to fulfil its obligations under Operation Encompass, and that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website.

9. Safeguarding Framework

In addition to this Safeguarding & Child Protection policy the school has procedures or policies in relation to other areas for safeguarding children including as examples:



- attendance
- administering medicines
- anti-bullying including cyber bullying
- alternative and off-site provision
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- children in care (Looked After Children)
- clubs, trips, educational visits and extended school activities
- data protection
- disability objectives and accessibility plan
- equal opportunities
- School Emergency Management and Business Continuity Plan
- evacuation and lock-down procedures
- first aid
- intimate care
- on-line safety
- risk assessments
- safe recruitment practices
- managing allegations against staff and volunteers
- mental health and wellbeing
- RSE (Relationships & Sex education)
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
- whistle-blowing
- Young Carers

10. Training and Induction

All staff and volunteers working in the school must be given a copy of the Child Protection policy immediately upon starting work at the school as part of their induction. All staff and volunteers working in the school must complete safeguarding training appropriate to their role as part of their induction and at a minimum of annually thereafter. The school draws upon School Improvement Liverpool's induction template and Safeguarding Induction Booklet (Schools' Safeguarding Handbook) to ensure all appropriate policies and guidance are shared.

At St James' CofE Primary all staff and volunteers undergo a robust 'safeguarding and child protect' induction, carried out by one of the safeguarding team, before starting work with children.

The Designated Safeguarding Lead and deputies must complete safeguarding training relevant to their role. This level of training must be refreshed at least every two years, with further safeguarding training to be accessed on a minimum of an annual basis as best practice. This is to ensure designated staff have appropriate, up to date knowledge and skills which will enable them to identify concerns and make decisions that support the safety of the school community.

The Governing Body should undergo Safeguarding training specific to their role and responsibilities. The Link Governor for Safeguarding should attend appropriate training to enable them to fulfil the expectations of the role.

All staff have had opportunity for Prevent training either through face to face training or access to online resources: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>



The school will keep a safeguarding training log evidencing the training attended by the different groups of staff/governors.

11. Procedures for reporting child protection or child welfare concerns:

- All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. Staff and governors should not investigate possible abuse or neglect themselves.
- School Improvement Liverpool provide an online resource 'Safeguarding-Mate' to support colleagues decision making: <https://www.schoolimprovementliverpool.co.uk/safeguarding-mate/>
- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head Teacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's agreed Child Protection/Child Welfare Incident Form. At St James' CofE Primary CPOMS is used as a method of recording, Child Welfare Forms are also available on safeguarding walls in the event of CPOMS being unavailable.
- Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors, CEO and, if required, the Local Authority Designated Officer for Allegations (LADO) against Staff. *Update October 2020
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.
- Children's Services contact details are as follows:

Wigan Duty Team 01942 828300

Liverpool Careline Hub 0151 233 3700

Halton Social Care Contact Centre 0151 907 8305 (Out of hours 0345 050 0148)

Knowsley MASH 0151 443 2600

Sefton 0345 140 0845 (Out of hours 0151 934 3555)

St Helens Contact Centre 01744 676 600

Warrington 01925 443322 (Out of hours 01925 444400)

Wirral Integrated Front Door 0151 606 2008 (Out of hours 0151 677 6557)

- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the LSCP and Local Authority multi-agency procedures and consider the child's needs alongside the LSCP's Levels of Needs/Responding to Needs Framework (Threshold document) and consider whether an early help assessment or referral to children's services is needed.



Wigan	www.wigan.gov.uk/WSCB/index.aspx
Liverpool	www.liverpoolscb.proceduresonline.com/
Halton	www.proceduresonline.com/pancheshire/halton/index.html
Knowsley	www.knowsleyscb.org.uk/professionals/multi-agency-procedures/
Sefton	www.seftonlscb.safeguardingpolicies.org.uk/may-2017/procedures-manual/1-introductionlevel-of-need
St Helens	www.sthelensscb.proceduresonline.com/index.htm
Warrington	www.proceduresonline.com/pancheshire/warrington/index.html
Wirral	www.wirral safeguarding.co.uk/procedures/

- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- The school will always seek to follow the Local Safeguarding Children Partnership procedures which can be found on their website:
- If school does not receive feedback within one working day regarding the outcome of a referral made to Children's Services, the Designated Safeguarding Lead will contact Children's Services immediately to determine the outcome of the referral.

'School Improvement Liverpool Schools' Safeguarding Handbook' and Part 1 of Keeping Children Safe in Education (DFE 2020) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

'School Improvement Liverpool Schools' Safeguarding Handbook' will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation 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 provides additional guidance.

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel or Prevent referral being made to the Local Authority's Prevent and Channel team. Contact details can be found displayed on the School's Safeguarding walls.

12. Process to follow if a child makes a disclosure

If a child makes a disclosure of abuse, staff should:

- Listen and keep calm. Do not interrupt
- Not promise the child that they will keep the matter confidential. Explain to the child who they will need to tell and why
- Observe visible bruises and marks, but should not ask a child to remove or adjust their clothing to view them



- Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the “TED” model for asking open ended questions: “Tell me about that”, “Explain that to me”, “Describe that”
- Make a record of what has been said immediately afterwards in words used by the child and the member of staff to the best of their memory. Use capital letters for the child’s words to help distinguish between the two.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third-party information
- Report the matter immediately to the Designated Safeguarding Lead
- Seek advice from the Designated Safeguarding Lead if in doubt

Staff should not:

- Ask leading questions, put words into the child’s mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead

Further information can be found in part 1 of the School Improvement Liverpool Schools Safeguarding Handbook.

13. Confidentiality, information sharing, record transfer and record keeping and retention

The school recognises that all matters relating to child protection are confidential. The Head teacher, Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a ‘need to know basis’ only. Guidance about sharing information can be found in the 2018 document [Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018](#) and the [Data protection: toolkit for schools](#).

The school understands the need to keep child protection and safeguarding records securely. At St James’ CofE Primary child protection records are stored on CPOMS.

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

The school pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the [Data Protection Act 2018](#) and the [General Data Protection Regulation](#) (GDPR). The school is aware of the processing conditions under the Data Protection Act



2018 and the GDPR which allow school to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as '*special category personal data*'. Where school would need to share special category personal data, we are aware that the Data Protection Act 2018 contains '*safeguarding of children and individuals at risk*' as a processing condition that allows us to share information. This includes allowing school to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting. The Designated Safeguarding Lead will speak to their counterpart in the school to which the child is transferring in order to ensure that they are aware that the file is to be transferred. Upon confirmation of the child starting on roll the file should be transferred as soon as possible (within 15 schools days), but separately to the main school file. The file should be signed upon receipt, and delivered by hand wherever possible.

The school will retain records in keeping with Local Authority guidance and NSPCC guidelines: <https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf>. This in turn references the Information and Records Management Society (IRMS) [Information management toolkit for schools 2019](#).

School Improvement Liverpool's Safeguarding Handbook provides further key guidance for transferring records including a 'Transfer of CP records Template'.

14. Additional child protection guidance will be provided to all adults working with young people which will include:

- The school's child protection policy which includes the role of the Designated Safeguarding Lead
- Part 1 and Annexe A of Keeping Children Safe in Education (DfE 2020)
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to including Female Genital Mutilation, Forced Marriage, Child Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect and online-safety
- Dealing with allegations against staff and volunteers' procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused: Advice for practitioners' DfE 2015
- Attendance Policy
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.

15. Managing allegations against adults (including all staff, supply teachers and volunteers) working at the school

All school staff and other adults working at the school will be aware of and work within the school's Code of Conduct and other relevant policies and procedures. The Staff Code of Conduct includes



guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

All staff and volunteers must report any concerns about a member of staff's behaviour towards children (including supply staff and volunteers) to the Headteacher who will act as the case manager. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the headteacher should be raised with Chair of Governors or nominated governor.

Local Safeguarding Children Partnership multi-agency procedures will be followed in all cases where it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The school's managing allegations against staff and volunteers policy and procedures will support everyone to take appropriate action. This includes a flowchart to guide colleagues thinking.

In some circumstances, the school will have to consider an allegation against an individual who is not directly employed by the organisation and where our disciplinary procedures do not fully apply (for example supply teachers). Whilst the school is not the employer of the individual, we still have responsibility to ensure allegations are dealt with properly and will liaise where appropriate with relevant parties. The school will not cease to use the services of a supply teacher as a result of safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

In addition, School Improvement Liverpool provide an online resource 'Safeguarding-Mate' to support colleagues decision making: <https://www.schoolimprovementliverpool.co.uk/safeguarding-mate/>

Concerns can also be taken directly to the Local Authority Designated Officer (L.A.D.O.), if needed, via Children's Services.

Section 4 of the DFE guidance Keeping Children Safe in Education provides further guidance. In addition to the school's own procedures, multi-agency procedures can be found on the school's website.

There are occasions when a person who works with children behaves in a way that is concerning and raises questions about their ability to recognise and take steps to safeguard children in their care that may not always meet the threshold of LADO. As an employer the school has a duty to consider whether the issue indicates that they are unsuitable to continue in their role for the immediate future or indefinitely. These are known as issues of suitability and if not being dealt with under the managing allegations procedures, would be dealt with via the school's disciplinary procedures. Issues of suitability can include:

- Where an employee is being investigated for an offence against an adult, or
- Their behaviour in their personal lives brings into question their suitability to work with children



However if an adult who works with children has involvement from Children's Services in respect of their own child, or a child that they live with or have contact with, it is the responsibility of Children's Services to assess the immediate concern and inform the LADO of whether the adult poses a risk to children. Examples of this may include:

- Allegations of assault, physical or emotional abuse, on their own child or on a child they live with or have contact with
- Domestic abuse
- Substance misuse
- Lives with or is in a relationship with a person who is identified as a risk to children

The situation would meet the threshold of LADO should the child in question be made subject to a Child Protection plan. This is because Children's Services has determined that the adult presents a risk to the associated child either directly or due to a failure to protect.

All staff should ensure that they disclose information about themselves relating to the above to the Head teacher as soon as possible. School will create an environment and culture where staff are supported and empowered to be able to do this.

16. Allegations of abuse against another student (peer on peer / child on child abuse)

Process to be followed:

- Person reporting the incident to immediately share their concerns with a member of the safeguarding team.
- Person reporting to complete a factual account of the incident via CPOMS or Child Welfare form.
- A member of the safeguarding team to speak with children involved
- A member of the safeguarding team to inform all parents/cares of children involved of the incident and initial outcomes.
- A member of the safeguarding team and/or the reporting adult to make referrals as appropriate to the multi-agency safeguarding team.
- All actions to be recorded on CPOMS and implemented by appropriate adult/s.
- All incidents are monitored via CPOMS and reported numerically to the LGB.
- Additionally, in cases where there is a report of rape, assault by penetration or sexual assault this will be passed to the police.

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member. This is most likely to include, but not limited to: abuse within intimate partner relationships; bullying (including cyber bullying); serious violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. 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 particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'.



The DFE states *'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.'*

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

Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardo's'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

Additional guidance is available on the NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

17. Online safety, data protection and the use of mobile phones and digital photographic equipment

1. Online safety - LDST Policy to be adhered to. In addition, all staff to complete TRUST level GDPR training on induction.
2. Data protection – LDST Policy to be adhered to. In addition, all staff to complete TRUST level GDPR training on induction.
3. Use of mobile phones:
 - Personal mobile phone (or other personal IT equipment) MUST NOT be taken in areas used by children unless in emergencies or under an agreed protocol set out by the headteacher.
 - All staff mobile phones should be locked away and not used in areas occupied by children.
 - Visitor's mobile phones to be secured in the school office; visitors attending meetings in school lead by a member of staff may retain their mobile phone but MUST NOT use it in areas occupied by children.
4. Digital photographic equipment:
 - Only school equipment is to be used to photograph children. Any photographs must be stored on the designated secure place on the school's network (For All Teachers / school photographs) or on portable school equipment that is encrypted.
 - ONLY post photographs of children on school's social media if parents have provided written consent.

Staff should also report any concerns about sexting (youth produced sexual imagery) to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff who will follow the guidance in [Sexting in schools and colleges: Responding to incidents and safeguarding](#)



[young people](#) (UK Council for Child Internet Safety). This document provides clarity as to how staff should respond to these incidents.

The school's online/E-safety/Acceptable Use policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers which sets out the use of new technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked after Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DFE highlights the risks of new technologies:

'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 in 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'*

Staff should bring immediately to the attention of the Headteacher, Designated Safeguarding Lead or senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

Annex C of Keeping Children Safe in Education provides schools with further key information and guidance.

The DFE guidance "Teaching Online Safety in Schools" (June 2019) also outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements www.gov.uk/government/publications/teaching-online-safety-in-schools.

5. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. The school will follow the pan- Greater Manchester missing children protocol. Unauthorised attendance will be closely monitored. In line with the school's attendance policy, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis.

The child's social worker will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding



concerns. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

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

6. Children travelling – traveller community:

- Family complete leave of absence for 'travelling' during term time.
- DSL or DDSL meet with the family to gather travelling information e.g. where, when, why return date and any documentary evidence, also discuss educational provision for the children on roll, and how often we contact the family during their time travelling. (Ensuring up to date contact details).
- If the children are placed in 'subsidiary' school, contact is made daily to check attendance and safeguarding of the child. (Contact person to be agreed during initial meeting with parents).
- School will request that the 'subsidiary' school provides written confirmation that the appropriate safeguarding checks have been carried out in respect of individuals working at the establishment.
- If appropriate school staff will carry out visits to the 'subsidiary' school and family.
- If children are not placed in a 'subsidiary' school, a member of staff will contact the parents weekly to gain an update on the travelling situation.
- School will contact the Wigan local authority EMAS team to report a family travelling - 09142 404087.
- ALL actions taken to be recorded on CPOMS.

7. Private fostering



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

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) This means making a referral to children's services. A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DFE, 2020) and in [Children Act 1989 private fostering](#). When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

8. Safer recruitment

The school will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DFE 2020). At least one member of the appointments panel will have undertaken safer recruitment. The school will undertake all the required DFE pre-employment checks and where appropriate will record these checks on the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks. The school's Safer Recruitment Policy and Procedures set out the processes in more detail and are drawn from School Improvement Liverpool's Safeguarding Handbook.

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

9. The safeguarding curriculum

At St James' CofE Primary the curriculum is designed to encompass:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors.
- Promote a caring, safe and positive environment within the school.
- Ensure that the school site is a safe, secure and welcoming place to learn and grow.
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. (GO TO PERSON)



- Include safeguarding messages across the full curriculum, including PSHE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include e.g. staying safe online, anti-bullying, e-safety, road safety, pedestrian and cycle training, focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel, issues around consent, sexting, positive mental health, etc.
- Offer a positive school experience.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. This will include messages which are taught through the [Relationships education, relationships and sex education \(RSE\) and health education](#) (compulsory from September 2020) and PSHE curriculums, alongside standalone pieces of work and messages delivered through other curriculum areas. Children will be provided with age appropriate skills, knowledge and understanding to help them recognise and respond to issues such as consent and healthy relationships. Children will be supported to develop their understanding, at the appropriate age, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when needed. The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

10. Safeguarding children who attend off-site alternative provision

When identifying that a child would benefit from attending off site provision, our school will undertake an assessment to determine that this placement is in the best interests of the child. We will ensure that the provision identified is suitable to meet the needs of that child. The school will retain responsibility for the safeguarding of any pupils we place in off-site provision. The school will undertake appropriate quality assurance checks to ensure that it is a safe place for the child to attend. The school will obtain written confirmation from the provider that the appropriate safeguarding checks have been carried out in respect of individuals working at the establishment. The school will have a formal agreement with the alternative provision and parent/carer regarding when the pupil should attend and what procedures that will be followed should the child not attend the placement. The school will ensure it seeks the views of the young people at off-site provision to ensure they feel happy and safe.

11. Complaints and Whistleblowing

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

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

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



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

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

12. Escalation

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

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

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

13. Proactive Safeguarding

Our school recognises that school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection.

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

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

Our school community will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors.
- Promote a caring, safe and positive environment within the school.
- Ensure that the school site is a safe, secure and welcoming place to learn and grow.
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc.



- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding messages across the full curriculum, including PSHE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include: staying safe online, anti-bullying, e-safety, road safety, pedestrian and cycle training, focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel, issues around consent, sexting, positive mental health, etc.
- Offer a positive school experience.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks

14. Monitoring and Quality Assurance

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

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

- Scrutiny of the Single Central Record and personnel files to ensure pre-employment checks are robust and up-to-date, and that job descriptions for new positions include reference to child protection, etc.
- Confirmation that training has been undertaken according to planned schedule and that all relevant staff and volunteers have participated
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students. In particular, the school will monitor the link between attendance and safeguarding and those persistently absent, frequently late, missing school (including part of the school day) or those who suddenly stop attending.
- Methods such as 'safeguarding training questionnaires' used to evidence the effectiveness of staff training
- Regular meetings with staff, volunteers and children which include the opportunity to discuss safeguarding and child protection, or use of questionnaires to evidence this
- Safeguarding learning walks designed to evidence and test out key safeguarding standards
- Adapting and amending the policy and procedures outside of their annual review date to reflect current issues which may have recently arisen in order to ensure that all children are protected at all times.
- Supervision meetings held with all members of the safeguarding team and the safeguarding governor.



Our school will also draw upon additional quality assurance activities and templates referenced within the School Improvement Liverpool Schools Safeguarding Handbook e.g. Single Central Record Checklist, Personnel Record Checklist and the Headteacher's Quality Assurance Checklist

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

It is important to note that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

In an abusive relationship the child may:



- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face



- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.



The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation



- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:



- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)



- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

'So called' Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour-based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence.

Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour-based



violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Gang Activity and Youth Violence.

A child or young person can be exploited (sexually and/or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of Children's Commissioner has defined CSE in gangs and groups as:

- Gangs – mainly comprising men and boys aged 13 -25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.
- Groups – involves people who come together in person or online for the purpose of setting up, co-ordinating and/or taking part in sexual exploitation of children in either an organised or opportunistic way.

Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and/or a means of gaining status within the hierarchy of the gang. CYP may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and/or may inflict harm to others. Where abuse takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status/title within the gang.

Additional guidance is available on the NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

Appendix Two

Sexual Violence and Sexual Harassment between children – including procedures to be followed:

At St James, we take our definition of sexual violence from the Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault, all types of sexual violence. In addition, we define sexual violence as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. We recognise that Children with SEND are likely to be more vulnerable. We are aware that online sexual violence or sexual harassment can be more complex, such as images shared at another school or across the internet, or the victim being excluded offline as well as online.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. We recognise that sexual violence and harassment can occur both online and offline, both physically and verbally and is never acceptable. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated. Whilst not intended to be an exhaustive list, sexual harassment can include:



- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (this may cross a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Responding to reports of sexual violence and sexual harassment. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Though it may not be necessary to report one-off issues of **sexual harassment** to the police, each allegation of abuse will be taken seriously, and the Designated Safeguarding Lead will still refer these allegations to children’s social care, who will support the school in deciding whether the victim or alleged perpetrator are in need of protection or other services. However, all allegations of **sexual violence** will be reported to the police, in parallel with children’s social care.

Though children’s sexual behaviours can be developmentally expected, some more harmful sexual behaviours may cause developmental damage. Reports of sexual violence are often complex and require difficult decisions to be made, on a case-by-case basis, with the DSL taking the lead role, supported by external agencies such as children’s social care or the police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

Following a disclosure a factual record should be made of the concern or allegation, taking the victim seriously, but no attempt at this stage should be made to investigate the circumstances, unless a child is in immediate danger or is at risk of harm, in which case, an immediate referral will be made to children’s social care and/or the police. Additionally, in cases where there is a report of rape, assault by penetration or sexual assault this should be passed to the police.

Students will not be made to feel ashamed for making a disclosure. The DSL will follow the advice for practitioners in: What to do if you’re worried a child is being abused and will follow through the outcomes of the discussion and if so advised by Children Social Care, will make a formal referral if the incident meets the referral threshold set by the Local Safeguarding Children Board ensuring effective information sharing with any agencies or other professionals involved. Good record keeping of related conversations, meeting and communications with a copy of the discussions and outcomes will be kept securely.

Staff should not assume that someone else is dealing with the incident and should discuss concerns with the DSL. Where an incident between two pupils takes place away from the school, the school’s duties and procedures remain the same. School Staff are trained as per Part One of KCSIE on how to manage a disclosure and are aware of anonymity in cases where an allegation is progressing through the criminal justice system.



We will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. will make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school.

Risk assessments will be kept under review. In cases of sexual violence, a professional risk assessment by external specialists may be required and should be used to inform the school's own risk assessment.

At St James' we will consider carefully any report of sexual violence or harassment and act in the best interests of the child. We will also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies. Staff may be expected to participate in any early help assessment, child protection enquiry, strategy discussion or other outcome, following a referral. Dependent on the disclosure of sexual violence or sexual harassment, the school will consider the following courses of action:

- Managing internally: in some cases of sexual harassment (such as one-off incidents) the school may manage the incident internally, following our behaviour management policy;
- Involve Early help: this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- Referral to children's social care: in cases where there has been harm, or there is an immediate risk, a referral will be made to children's social care;
- Reporting to the police: in cases where rape, assault by penetration or sexual assault is reported.

At St James' we will not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the school. The DSL will work closely with the police to ensure that the school's actions do not jeopardise the police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through their behaviour policy.

It is important for St James to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, we will continue to support the victim and perpetrator. This is how victims of peer on peer abuse will be supported: All students involved, whether perpetrator or victim, are treated as being 'at risk'; a thorough risk-assessment and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all students and that example, whether the accused student should be removed from school for a period, or removal of the alleged perpetrator from classes and any transport etc which is shared with the victim, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling such as referring students to an external safeguarding agency such as ChildLine and NSPCC and the adequacy of arrangements for listening to children etc.

In additional we will:

- Support for the victim will consider their age, the nature of the allegations and the risk of further abuse; an alleged perpetrator may have unmet needs themselves.
- Recognise the needs and wishes of the victim will be paramount, and they will be able to continue their normal routine as far as possible.



- Be prepared to support a victim over a long period of time.
- Ensure, if the victim or perpetrator moves to another school, it is important that the new establishment is made aware of any ongoing support needs.
- Ensure the victim is safeguarded, but still provide the perpetrator with an education and support as necessary.
- Discipline the alleged perpetrator, including while the police or social care investigation is ongoing, although they will liaise with these bodies to assist in determining any sanctions.
- Be clear about when their actions are to support the victim or perpetrator, and when their actions are to discipline the perpetrator for their past conduct.
- Ensure any student against whom an allegation of abuse has been made and who has been excluded from the school for a fixed period during the investigation that the School's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of Children's Social Care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to MAST if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at increased risk.

The child's views will also be taken into account. Where there are doubts or reservations about involving the child's family, the DSL should clarify with MAST or the police whether, and if so when and by whom, the parents should be told about the referral.

This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to exclude him / her during the investigation. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative supervision plan.

The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned. When a pupil is in need of urgent medical attention and there is suspicion of abuse an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify MAST and seek advice about what action the MAST or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until the MAST and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, MAST or the police, if the parents are not included.



All unnecessary delays should be eradicated and inaction at any level can and should be challenged. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the LADO.

In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

Working with parents and carers:

At St James' we will, in most cases, engage with the parents of both the victim and the perpetrator and will consider carefully what information they provide. It is good practice to meet the victim's parents with the victim present to discuss safeguarding arrangements and also good practice to meet the perpetrator's parents to discuss what arrangements are being put in place, such as moving them out of classes. Supporting witnesses of sexual violence or sexual harassment: Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school or college should be doing all they can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed. Social media is very likely to play a significant role in the fall out from any incident or alleged incident.

There is the potential for contact between victim and alleged perpetrator and a very high likelihood that friends from either side could well harass the victim or alleged perpetrator online. When writing a risk-assessment for the pupils involved in an incident of sexual violence or sexual harassment, the school will consider any additional potential support needs to keep all our students safe.

Links

Sexual violence and sexual harassment between children in schools and colleges.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual_Harassment_and_Sexual_Violence_Advice.pdf

Appendix Three

Operation Encompass

At St James' CofE primary School we are working in partnership with Wigan Constabulary and Wigan Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

In order to achieve this, Wigan Multi-agency safeguarding team will share with the Designated Safeguarding Leads (DSL) police information of all domestic incidents where one of our pupils resides.

On receipt of any information, the DSLs will decide on appropriate support the child requires, this could be silent or overt. All information will be discussed with Social Care and all information sharing and resulting actions will be undertaken in accordance with the Wigan's coordinated response model and schools safeguarding policy. We will record and store this information in accordance with the record keeping procedures outlined in this policy



Appendix Four

Uncollected child

In the event a child is not collected at the appointed time we will:

- Reassure the child that parents are on their way in the event of them being delayed.
- Never release children from our care to someone who is not authorised to collect.
- Contact parents and arrange for the child to be collected as soon as possible.
- Contact the person/s that are identified within the child's records and arrange for them to collect the child in the event the parents cannot be contacted.
- Conduct a home visit if we fail to contact parents/authorised contacts. Two members of staff will conduct the home visit to see if any parent is at home. If nobody is present, then staff will return to school.
- Contact the Children's Central Duty Team after 45 minutes on 01942 828300
- Cooperate with the Central Duty Team who will take charge of the situation and decide what happens next; and whether the police need to be involved.
- Record the situation as an incident and ask parents to sign and date to confirm they are aware of the content of the log (print, sign & scan CPOMS report, destroying paper copy).
- Implement additional charges for the time the child was in our care.
- If the Children's Duty team were involved, we would consider this to be a significant incident and would inform Ofsted as soon as possible but no longer than 14 days after the event. (Applicable to Nursery and Pre-school only)

Appendix Five

Missing child

We will meet the requirements of the DFE guidance, the Early Years Foundation Stage and Childcare Registers by taking the following steps to minimise the risk of children becoming lost whilst in our care.

If a child leaves the classroom/setting unaccompanied and a member of staff is not able to account for a child's whereabouts, the following action will be taken

We will:

Stage One

- Search systematically
- All available staff to immediately check toilets, shared areas, rooms and playground to ensure the child is not hiding or locked in anywhere.
- One member of staff to immediately inform school office and the Headteacher or member of staff in charge and check whether the child has been signed out for an external appointment or has an internal appointment with a visiting professional. (School Nurse/Speech Therapist etc) The online SIMs register will need checking by office staff as soon as a missing child has been reported missing.
- One member of staff to gather class and call the register to confirm that only one named child is missing.
- Staff will ensure that all other children are kept safe and closely supervised throughout incident, should it be during the school day.



- Calm should be kept in the event of a child reported missing at the end of the school day.

Stage Two

- After stage one is completed without resolution (no more than 10 minutes), school office staff will contact the police and parents with parental responsibility. At this point, school will support the police who will now lead the response to this incident. The Headteacher will liaise with emergency services and parents.
- Staff will call registers in all classes to confirm presence of other pupils, if the event is during the school day.

Stage Three

- The Headteacher should communicate the incident to the appropriate Local Authority Office and the Chair of Governors.
- A written record of the incident and any action taken should be made as soon after the incident as practicable and placed in the pupil's confidential record. The system the school uses is CPOMS (Child Protection Online Monitoring Service) and all staff should input any relevant information; including conversations with parents, child minders, police, the Local Authority, or any other person they feel has contributed to the collection of evidence.

We will provide the following information to Ofsted/the Wigan Safeguarding Partnership (school emergency number 01942 – 486000) and the Liverpool Diocese Schools Trust - DSL:

1. What happened?
2. What systems are in place for preventing such occurrences?
3. What we did, at what time and in what order.
4. Who we informed and when?

We will cooperate fully in any investigation.

Recording

We will start to build a record as soon as is possible in the incident log (HT confidential drive), this will include:

1. The last definite sighting of the child.
2. Any unusual behaviour of the missing child or other children.
3. How many children were on the premises?
4. How many adults were on the premises and who?
5. What steps have been taken and when, by whom

The Senior Leadership Team should conduct an internal investigation to establish how the situation occurred, how effective was the response and whether action could be taken to ensure it does not happen again. This information should also be collected in writing and onto the CPOMS system (under the child's name) and HT Confidential drive.

We will ensure that:

- We make regular checks to ensure that if an incident of this sort does happen, we have all the necessary phone numbers at hand – correct, up to date and kept together.
- If the police are called then the Wigan Safeguarding Partnership and Ofsted are also informed.



- If the Headteacher or Chair of Governors is not on the premises, she/he will be informed as soon as possible via the school office team, Deputy HeadTeacher or senior staff member in charge.
- We will provide the following information to Ofsted/the Wigan's Safeguarding Partnership:
 1. What happened?
 2. What systems are in place for preventing such occurrences?
 3. What we did, at what time and in what order.
 4. Who we informed and when?

We will cooperate fully in any investigation.

Dealing with people's reactions we accept that the child's parents will be frightened, distressed and angry. As the school shares all policies with parents, the situation will be easier for all because there will be an understanding of working within a framework of mutual trust and understanding. We accept that in such circumstances powerful emotions are involved and people's behaviour can be unpredictable. Those who may seem quite calm about the incident at the time can later become angry, threaten legal action or approach the local press

We will be clear about the circumstances surrounding the incident and will respond sympathetically to questions without implications or admission of responsibility.

Responses could include:

- How sorry you are that the incident has happened.
- That a full investigation is in hand.
- That the Local Safeguarding Partnership /Ofsted has been informed and will be investigating.

Dealing with the media

Distressed parents may contact the local press, or reporters may hear about the incident if the police are involved. It is sensible for one person, usually the Headteacher or Chair of Governors to be the one who speaks for the school/setting. All adults will be asked to refer all enquiries to the agreed spokesperson. The spokesperson for the school is: Mrs J. Moore Headteacher or Mrs L. Abrams Deputy Headteacher in the absence of the Headteacher.

When the child is found

We recognise that during the time a child is missing, however briefly, all involved, parents and others suffer great fear, guilt and distress. It is not always easy to control all these emotions when the child is found.

We will accept that it is important to remember:

- That the child also might have been afraid and distressed and might now be in need of comfort.
- Remain calm, reassure the child and acknowledge it is not the child's fault.
- Ensure the child is not hurt.
- That the incident provides a good opportunity to talk to all the children to ensure that they understand that they must not leave the premises, and why.



After the Incident

- We will review our current procedure.
- We will evaluate processes and make necessary adjustments to ensure future effectiveness.

Contacts:

- **Police 999 first call**
- **Wigan's Multi-Agency Safeguarding Team (MAST) 01942 828300**
- **LDST DSL 0151 705 2102 Mobile 07983256757**
- **Wigan Safeguarding Partnership: 01942 486025**
- **School emergency number: 01942 486000**
- **Greater Manchester Police: 0161 856 7124**

Missing Child on a school visit procedure

“Procedure to be followed in the event of a child going missing at, or away from, the setting”
Statutory Framework for the EYFS 2017 (3.73)

If children are taught from an early age that their safety is important, it will help them to grow up feeling more confident. We will meet the requirements of the Early Years Foundation Stage and Childcare Registers by taking the following steps to minimise the risk of your child/children becoming lost whilst in my care.

In order to ensure all children are safe on their way to and from school, and on school visits, we will:

- Ensure our premises are secure and take steps to prevent unauthorised persons entering the premises.
- Ensure all children know to stay close to their designated adult when we are on school visits, taking into consideration the child's age and any specific needs, to ensure the required level of supervision is in place. (Please see any Risk Assessment Policy and Procedure).
- Ensure children walk in pairs or small groups when on school visits e.g. holding hands, following their adult, using the 'walking bus' model.
- Ensure all children know the procedure to take should in the unlikely event, they become separated from their adult. (Stay in one place, in view of the public – a trusted adult will find you!)
- Teach our children about how to keep themselves safe, including the dangers of wandering off.

On discovering that a child has gone missing, we will:

- Immediately make a search of the surrounding area.
- Request help from people around us.



- If we are in a public building, we will alert the staff of the situation and ask for assistance in searching for the missing child.
- If we are in a place where it is possible to seal off exits and access CCTV, then we will request that this is done immediately.
- People involved in the search will be given a description of the child and what the child is wearing.
- We will reassure the other children in our care, as we are aware that this could become a distressing situation for them.

If the search is unsuccessful, we will:

- Ring the police - 999, providing a description and keep searching the area.
- Advise the relevant parents and/or carers of the situation as soon as possible.

After the event, we will record details in our incident log/CPOMS and ask parents to sign it.

We will consider any missing or lost child incident to be a *'significant event'* and will therefore inform Ofsted.

In the event of a child going missing this procedure will be shared with parents/carers and they will sign to say they have read and understood the information.

Name of Headteacher:

Signature of Headteacher:

Date:

Name of Parent/s:

Signature of Parent/s

Date:

I have read and understood the above information

Name of Teacher:

Signature of Teacher:

Date:



Appendix Six

*Early Years Additional Safeguarding information

Sleep and Rest Procedure

We follow the safe sleep guidance promoted by Bolton, Salford and Wigan Children's safeguarding Board. Child individual routines are recorded on a children's 'All about Me' document with the parent and key worker during in settling in visits.

When getting a child ready to sleep the staff ensure a number of things happen:

- A clean nappy
- Outdoor clothing and shoes removed
- Fed or had a drink
- Bib's removed
- A comforter if needed
- Not too warm

Children have the opportunity to rest or sleep if they need or want to throughout the day. A quiet, low stimulus area has been developed with this in mind. Individual sleep mats are used with fresh bed linen for each child.

Parental wishes are taken into consideration, although staff cannot force a child to sleep, wake or keep a child awake against his or her will.

Sleep monitoring

The sleep monitoring chart is used to record:

- What time the child fell asleep
- A check at ten-minute intervals
- What time the child woke

The member of staff carrying out the check will sign the sleep monitoring sheets. All practitioners are responsible for checking the children.

Checking a child while sleeping involves:

- Placing a hand on their chest to check that they are breathing or putting the back of their hand near to the child's mouth to feel for breath.
- Ensuring that each child is well
- Ensuring that each child is not too hot or too cold
- Ensuring that all sheets or blankets are not wrapped around the child



Nappy changing Procedure

Practitioners will take all necessary measures to safeguard themselves when they are changing or toileting children, for example leave toilet doors open at all times when in a cubicle with a child. Any suspicious acts will be dealt with immediately and necessary activity will be taken. No adults will enter the toilet area unless they are designated practitioners. Parents may change their child/attend to their child in the toilet area only if there are no other children present. Practitioner will check before permitting access.

Children are kept clean and comfortable by being changed and checked on a regular basis. Children's privacy will be treated with respect; nappy changing will not be rushed, but used as an opportunity for 1:1 exchanges of conversations and smiles.

Parents are asked to provide the nursery with nappies, wipes and a nappy ointment where needed. Nappy ointments will be stored safely in the changing room unit, clearly labelled and practitioners will have obtained parental consent to apply before doing so. No student/visitors will be permitted to change children at any point.

Our nappy changing procedure is as follows:

- Children who are soiled will be changed immediately
- Gloves and aprons will be worn by practitioners
- Practitioners will collect all items needed before changing the child
- Children will be encouraged to climb up the steps of the changing unit to position themselves on the changing mat
- Children **WILL NOT** be left unattended on the changing mat
- Wet/soiled nappies will be removed, and the child cleaned with baby wipes (unless aware of allergy) from front to back
- If needed, nappy ointment will be applied and then a clean nappy will be put on
- The changing mat and area will be sprayed with sanitising spray and wiped thoroughly with a clean cloth
- Soiled nappies, used wipes, gloves and aprons will be disposed of in the designated bin provided
- Hands will be washed thoroughly following recommended hand washing procedures

Toileting

We promote independent toileting for all children who have reached this stage in their development. No students/visitors will be permitted in the toilet area at any point.

Our toileting procedure is as follows:

- Children are encouraged to ask a practitioner if they need to use the toilet
- Children **WILL NOT** be unsupervised when in the toilet area
- Children will be encouraged to clean and wipe themselves after toilet use
- Practitioners will check children afterwards and if necessary, will wipe children
- Gloves and aprons will be worn by practitioners
- Children will be encouraged to tend to their personal hygiene needs
- Practitioners will supervise hand washing afterwards and provide help should it be required.

Dummy and bottle Procedure



It is understood that children who attend nursery may still use a dummy or bottle. Nursery practitioners are aware that dummy and bottle use may affect children’s speech and language development. We aim to prevent dummy and bottle use in the nursery as research indicates that:

- Children who suck dummies through the day make fewer sounds, gain less experience of using the voices and hear less language from adults around them.
- If toddlers are allowed to continue to suck a dummy and talk with it in their mouths, there is also a risk that the child will learn distorted patterns of speech because the teat prevents normal movements at the front of their mouth.
- Although a dummy or bottle can be a source of comfort and may form part of a child’s sleep routine, parents should be encouraged to use it only at these times and to phase out dummies and bottles as soon as possible

These patterns may be difficult to change later on, in light of this information, nursery practitioners would strongly recommend that children who use a dummy or a bottle refrain from bringing it to the setting. However, should removal of the dummy cause considerable upset, special consideration will be given.

Appendix seven

Risk assessment during unexpected ‘emergency’ school closure:

- **Follow School Emergency Management and Continuity Plan**
 1. All vulnerable children, including SEND/EHCP and CLA/PCLA identified, parents contacted, social workers contacted, risk assessments in place; local authority and TRUST informed of all actions.
 2. All key worker children identified, (if appropriate), parents contacted, social workers contacted, risk assessments in place; local authority and TRUST informed of all actions.
 3. SLT to follow all National Guidance, LA and TRUST advice.
 4. All staff risk assessed relating to circumstances and a team assembled to provide care for children in school.
 5. All children not attending school made aware of emergency and provided if appropriate with ‘home learning’, if appropriate.
 6. DSL on site always – if school on partial opening.
 7. First Aid provider on site always – if school on partial opening.
 8. Lunch provision for those children entitled to Free School Meals and any children on site.
 9. Courtesy calls made to most vulnerable, during closure by DSL, DDSL and Pastoral team.
 10. All actions recorded on CPOMS.
 11. Risk assessments in place for EHCP children via school SENDCO & DSL.
 12. Parents kept up to date via school’s social media.
 13. Safeguarding information relayed to parents via school’s social media e.g. E-Safety.
 14. Home visits made if appropriate – vulnerable not seen.
 15. In the event of school being open all routines such as cleaning, fire etc remain the same.

Child Protection COVID-19 arrangements

Annex Date: 15/07/2020

Key contact details

	Name	Contact number & mobile phone	Email address
Headteacher	Jackie Moore	01942 703952	Jackie.Moore@ldst.org.uk



Designated Safeguarding Lead	Jackie Moore	01942 703952	Jackie.Moore@ldst.org.uk
Deputy Designated Safeguarding Lead(s)	Leila Abrams Teresa Gaffney Judy Swann Robyn Mathews	01942703952 01942 703952 01942 703952 01942 703952	Leila.Abrams@ldst.org.uk Teresa.Gaffney@ldst.org.uk Judy.Swann@ldst.org.uk robyn.matthews@ldst.org.uk
Chair of Governors	Sam Rusling	01942 703952	Sam.Rusling@ldst.org.uk
Link Governor for Safeguarding	Sam Rusling	01942 703952	Sam.Rusling@ldst.org.uk

This annex provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

Keeping Children Safe in Education is statutory safeguarding guidance we will continue to have regard to as per our legislative duty. The government has provided additional guidance to support governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) in order that they can continue to have appropriate regard to KCSIE and keep their children safe. The additional guidance for the COVID-19 period can be found here:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

This annex should be read alongside St James' C of E Primary School Safeguarding and Child Protection policy, Part 1 and Annex A of Keeping Children Safe in Education 2020, and in conjunction with Part 1 of the School Improvement Liverpool Schools Safeguarding Handbook which is made available to all staff and volunteers.

Context

From the 1st September schools re-open for all pupils. Government guidance to support schools to plan and risk assess can be found here:

<https://www.gov.uk/coronavirus/education-and-childcare>

Our school's risk assessment will consider what action the school will take should any reported cases of Covid 19 within the school community or if there is a further local or national lockdown due to Covid 19.

During this time, St James' CofE Primary will do what it reasonably can in order to keep all of our children safe. In most cases, the majority of our children will not physically be attending the school. It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns will be dealt with in line with our main Child Protection policy and local safeguarding arrangements. Where appropriate, referrals will still be made to children's services and as required, the police, **without delay**.



1. Provision for children of key workers and those defined by the government as vulnerable.

During any further school closures or partial closures due to COVID-19, the school's plans and risk assessments will consider how provision is made for children of key workers and those defined by the government as vulnerable. The school will contact and inform the school community of its approach if a further school closure is needed.

The government defines vulnerable children as those who have a social worker and those children and young people up until the age of 25 who have an Education, Health and Care Plan (EHC).

Further information about vulnerable children can be found here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Our safeguarding team has identified any child that they consider to be vulnerable and has developed strategies to monitor their safety, wellbeing and welfare during any further lockdown or partial school closure if they are not attending school.

At St James' CofE Primary School we:

- Identify our vulnerable children/families using government criteria and in-house knowledge of families
- Allocate families to appropriate members of the safeguarding team.
- Make clear roles and responsibilities of safeguarding team members

Safeguarding team members carry out a range of duties:

- Weekly 'safe & well calls – recorded on CPOMS
- Liaison with other agencies e.g. medical, police, social care, Startwell etc.
- Home visits as needed – following safety guidance
- Attend virtual meetings as required
- Referrals made as needed.

The safeguarding team will report contact with families to the LA as requested.

Schools have flexibility and are able to offer a place to those children they determine to be vulnerable, particularly those who are on the edge of receiving support or assessment from children's services.

St James' CofE Primary School will continue to work with and support children's services to help protect vulnerable children. This is especially important during the COVID-19 period.

2. Designated Safeguarding Lead

The school will make clear its arrangements for contacting the Designated Safeguarding Lead/Deputy Designated Safeguarding Leads in the following circumstances:

1. When the school is open to all or most children



2. When the school is open but to a restricted number of children
3. When the school building is closed to all children

1. When the school is open to all or most children

Schools should ensure there is always a trained DSL or deputy available on site and the school's normal procedures for contacting the DSL/deputy DSL should be followed. These procedures are found in the main body of the school's child protection policy.

2. When the school is open but to a restricted number of children

Schools should ensure there is always a trained DSL or deputy available on site. All safeguarding concerns should be reported **without delay** to St James' CofE Primary School's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads. It is recognised however that this may not be possible and where this is the case, we will consider the following options:

- A trained DSL or deputy is available to be contacted via phone, email or video call when working from home
- Sharing trained DSLs or deputies from other schools, who would be available to contact via phone, email or video call.

If it is not possible to have a trained DSL or deputy on site, St James' CofE Primary School will ensure that there is a senior leader who takes responsibility for coordinating safeguarding on site. This senior leader can also take advice from School Improvement Liverpool's School Improvement Officers for Safeguarding:

It is essential that all staff and volunteers have access to a trained DSL or deputy and are made aware of the arrangements on a daily basis regarding who that named person is and how to speak to them.

3. When the school building is closed to all children

Staff should follow the procedures set out in the main Child Protection policy for contacting and reporting concerns to the DSL and/or deputy.

- Safeguarding mobile contact number (07867372790) available on school website and on the school's answer machine during all school closures.
- Individual safeguarding team members are available via email; email addresses within the school's safeguarding and child protection policy.

Throughout the COVID-19 period, the safeguarding team will continue to engage with social workers and attend and contribute to all multi-agency meetings, as determined by the local procedures for remote meetings.

The DSL will ensure that the school is represented at all multi agency meetings in an appropriate way by identifying a secure and confidential space where virtual attendance at meetings can take place, without interruption. School will ensure there is access to appropriate technology to support this.



Safeguarding supervision for the safeguarding team will continue to take place in order to review actions and decisions made and support emotional wellbeing. We will consider how this is managed should staff be required to work remotely, or on a rotational basis, to ensure all staff are able to participate in and have access to appropriate supervision.

School Improvement Liverpool provides online training for those new to the role of designated safeguarding lead.

3. Safeguarding procedures

If the school is closed or partially open then we will continue to follow our child protection, managing allegations policies and staff code of conduct. The school will continue to follow normal [Local Safeguarding Children Board Procedures](#). If the school is partially open with a reduced staffing then everyone will be aware of children with specific safeguarding or health needs or disabilities. Medicines should be stored and administered safely. Everyone should be clear as to the setting's child protection and fire evacuation procedures. Everyone on site should know how to contact the school's Designated Safeguarding Lead/Deputies and First Aiders. If staff are working on a rota basis, there should always be appropriately trained key personnel on site. The names of these staff should be displayed and updated as required.

Where staff in school have a concern about a child, they should continue to follow the process outlined in our main Child Protection policy. This includes making a report via the agreed methods. Staff are reminded of the need to report any safeguarding concern immediately and **without delay** the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads. The revised statutory guidance, Keeping Children Safe in Education (DfE 2020) emphasises the need to report **any safeguarding concerns related to a child's mental health** to the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads.

If any member of staff believes a child is at risk of harm then the Designated Safeguarding Lead should ring Liverpool Careline on 0151 233 3700 (or the children's services department of the local authority where the child lives), **without delay**. If the Designated Safeguarding Lead is *unavailable* then **any** member of staff should ensure Liverpool Careline is contacted without delay.

If a child is in immediate/imminent danger then staff should ring the police.

[Safeguarding-mate](#) can provide additional key guidance to all staff regarding key safeguarding procedures.

Concerns regarding the conduct of any adult working on site (**staff member, volunteer, supply staff, other third-party staff**) should continue to be dealt with in line with the school's managing allegations policy and local safeguarding children partnership procedures.

4. Attendance monitoring

All staff should remain vigilant to poor or erratic attendance being an indicator of safeguarding concerns particularly neglect or child exploitation. School Improvement Liverpool has provided additional guidance and escalation processes for monitoring the attendance of vulnerable students including when children suddenly stop attending and cannot be contacted. In these circumstances the school will act, without delay, to establish the welfare of a child. During the Covid 19 period school



staff may visit a child's home without entering it. This will provide opportunity to speak to a child whilst maintain social distancing. Attendance issues will continue to be discussed during safeguarding supervision meetings.

If the school is only partially open or closed due to Covid 19 it will continue to monitor all vulnerable children by contacting them regularly and making home visits as required.

5. Transfer of safeguarding information and records

During the Covid 19 period some children have attended other schools (HUBs) if there school was closed. Headteachers and Designated Safeguarding Leads in all settings should ensure that any safeguarding information is transferred so that there is continuity of support. School Improvement Liverpool has provided further guidance for the transfer of safeguarding records and information to new setting.

6. Safer Recruitment

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Schools should continue to follow the relevant safer recruitment processes for their setting, set out in part 3 of Keeping Children Safe in Education.

The government introduced temporary changes to support the ID checking during lockdown:

<https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>

It is assumed these temporary changes will not be needed as lockdown is lifted and schools reopen. In all cases all the DfE employment checks set out in Keeping Children Safe in Education will need to have been completed including ensuring all original documents have been seen.

Where schools are using volunteers, they should continue to follow the checking and risk assessment process set out in Keeping Children Safe in Education. St James' CofE Primary school will ensure that there are no circumstances where a volunteer who has not been checked will be left unsupervised with children or allowed to work in regulated activity. If new staff or volunteers are recruited, the usual Safer Recruitment processes will be followed, and they will also be provided with a safeguarding induction.

7. Mental Health

It is acknowledged that the current circumstances surrounding COVID-19 are particularly stressful and may cause increased anxieties and stress for all members of our school community. When children and staff are away from their usual routine and social contact, this can become a negative and stressful experience. will ensure there is appropriate support available for the whole school community at this time. Support can include existing provision in the school, or from specialist staff or support services. Where children of critical workers and vulnerable children continue to attend the setting, appropriate support will be offered to them whilst on site.

- SAS for all staff



- Wigan Family Welfare for children in need
- Nurture sessions as needed
- Well-being curriculum

All staff should be able to recognise behaviours in children that might suggest they are experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following the school's child protection policy.

The school community can also be signposted to the government's advice on supporting children and young people's mental health during the COVID-19 outbreak, available here:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Staff should also be aware of the mental health of their pupils and parents when setting expectations regarding pupil's work when they are at home.

8. Online safety

School staff should continue to refer to the guidance for online safety in the main child protection policy.

Where the site remains open, St James' CofE Primary school will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems or recommended resources. Measures will be put in place to ensure safe IT arrangements and St James' CofE Primary school will consider what the contingency arrangements are if the named IT staff become unavailable.

The [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#) that any new arrangements continue to effectively safeguard children online.

The [UK Safer Internet Centre's professional online safety helpline](#) also provides support for the children's workforce with any online safety issues they face

In the consideration of online safety the DfE have revised Annex C of Keeping Children safe in Education which now provides guidance in respect of education at home: where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: ['Safeguarding in schools colleges and other providers'](#) and ['Safeguarding and remote education'](#)

The school will also take account of the following guidance:

[Teaching Online Safety in Schools](#)

<https://coronavirus.lgfl.net/safeguarding>

<https://www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc>



<https://swgfl.org.uk/resources/safe-remote-learning/>

[SWGfL guidance for schools re-opening](#)

[Safeguarding and remote education advice for teachers during coronavirus](#)
[London Grid for Learning](#)

[Covid-19: Support for parents and carers to Keep children safe online](#)

[NSPCC- Netware guidance around Zoom and other Apps](#)

[Advice for teachers and leaders on remote education during Covid-19](#)

[Get help with technology for remote education during coronavirus](#)

[SWGfL – Safeguarding and privacy online](#)

[NSPCC: Online safety during the coronavirus](#)

[NSPCC: Undertaking remote teaching safely](#)

Where children are not physically attending school, St James' CofE Primary school will consider the safety of our children when they are asked to work online. The starting point for online teaching remains the same as the principles set out in our school's staff code of conduct. This policy includes acceptable use of technologies, staff/pupil relationships and communication including the use of social media. This policy applies equally to any existing or new online and distance learning arrangements which have been introduced. The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) alongside with the [COVID addendum](#) to this guidance should be adhered to by all staff.

Any online learning tools or systems recommended for use by St James' CofE Primary school, are in line with privacy and data protection/GDPR requirements.

At St James' we enable children to raise concerns whilst online via WHISPER (message service directly linked to members of the safeguarding team). We also have a designated section on our school website signposting children and parents to age appropriate practical support e.g. Childline, UK Safer Internet Centre or CEOP. We use our 'closed' Facebook page to also signpost age appropriate practical support e.g. Childline, UK Safer Internet Centre or CEOP. We record and audit any concerns raised via CPOMS.

Our school will also be in contact with parents and carers during this time. Communication with parents will reinforce the importance of children being safe online. Families will be made aware of what their children are being asked to do online, including the sites they will be asked to access and who their child is going to be interacting with online, including members of staff from our school.

St James' CofE Primary school acknowledges that some parents and carers may choose to supplement the school's online offer with support from online companies and in some cases, individual tutors. We will raise awareness with parents the importance of only accessing online support from a reputable organisation or individual who can provide evidence that they are a safe organisation and can be trusted to have access to children. We will signpost parents to support such as [Internet matters](#), [London Grid for Learning](#), [Net-aware](#), [Parent info](#), [Thinkuknow](#) and the [UK Safer Internet Centre](#).

9. Operation Encompass



If a child, subject to an Operation Encompass notification, is not attending our school and is being cared for at home, we will risk assess the situation taking into consideration the history of the child and family. This information will be used in order to determine our response to each individual case. In all situations we would always aim to speak to the child.

10. Peer on peer abuse

St James' CofE Primary School recognises that during the Covid 19 period and given the potential for further school closures or partial closures a revised process may be required for managing any report of such abuse and supporting victims. Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within our main Child Protection policy. We will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions will be recorded using the agreed methods and appropriate referrals made.

11. Monitoring

St James' CofE Primary School will develop arrangements to ensure all staff and volunteers are aware and have understood any additional safeguarding guidance set out in this addendum. This appendix and the school's safeguarding arrangements will be kept under review.