Bridgewater Park Primary School

Part of

The Heath Family (North West)

Safeguarding & Child Protection Policy 2023 - 24

Designated Safeguarding Lead: Ashleigh Hudson

Heath Family Multi academy Trust will:

- Fulfil all of their statutory responsibilities in respect of safeguarding and promoting the welfare of children under Section 157 of the Education Act 2002.

Policy and Protocols

This overarching Safeguarding and Child Protection Policy is mainly determined by National Policy, statutory guidance and local Protocols and procedures. It is written to ensure consistency and compliance across all Schools within the Trust. We will ensure that Safeguarding and Child Protection are at the forefront and underpin all relevant aspects of process and policy development.

Each school within the Trust will build on this overarching policy to ensure adherence to National and Local Policy and needs, ensuring that strong systems are in place that are child centric.

Each individual Trust School is responsible for ensuring adherence to National and Local Policy and to act in the interests of all children and young people. It is their responsibility to have a **Whole School** approach to safeguarding and promoting the well-being of children.

Each individual Trust School is responsible for ensuring compliance with its Local Children and Young People Safeguarding Partnership procedures and policies and for publishing its own safeguarding policy in accordance with statutory requirements.

Local Authorities have overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people living in their area.

The Heath Family Multi Academy Trust - Roles and Responsibilities:

- Board level Safeguarding Leader – To Be Confirmed, in the meantime please contact

  H Stevenson if required.

- Trust level Safeguarding Lead – Ms Elisabeth Scott

The Heath Family Multi Academy Trust will:

- monitor the quality of safeguarding practices and their impact on outcomes for children across the Trust and provide regular reports to the Chief Executive and the Trust Board
- support all schools and make appropriate challenge to ensure safeguarding compliance
- continue to support all schools with the unique challenges with regards to safeguarding children during the post COVID – 19 pandemic period
- hold regular meetings with key safeguarding staff across the Trust schools
- promote sharing of good practice across the Trust and develop an ethos of mutual support between staff and schools

The Heath Family Academy Trust will ensure that all schools:

- have a designated professional school lead and a designated governor for safeguarding
- have in place safeguarding arrangements which are designed to take account of all possible safeguarding issues including, for instance, Child Criminal Exploitation, Child Sexual Exploitation, Preventing Radicalisation, Child on Child abuse etc
- adhere to safe recruitment practices and are compliant with the SCR
- have arrangements for working together with other agencies and for sharing information with other professionals, paying particular attention to early support and intervention for children and families.
- take account of their local authority's procedures and practices established by the Local children and Young People Safeguarding Partnership and comply with any requests from that Partnership.
- embed a culture of listening to children, reassuring them that they are being taken seriously and take account of their wishes and feelings
- provide appropriate supervision and support for staff including undertaking safeguarding induction and training
- follow clear policies for dealing with concerns about/allegations against people who work with children
- report on the outcomes of vulnerable children who are in need, subject to Child Protection plans or who are Looked After
- liaise with local authority lead professionals for safeguarding, Local Children and Young People Safeguarding Partnerships, Ofsted, ESFA and other agencies as required
- have appropriate filtering and monitoring systems in place and they that are regularly reviewed and updated

Trust: The Heath Family (North West)

Mr David Donnelly – Chief Executive Officer

The Trust includes:-

The Heath School
Executive Principal: Mr J Jardine
Head of School: Mr M Tudor

Litherland High School
Principal: Mr D Yates

The Prescot School
Executive Principal: Mr J Jardine
Head of School: Mrs G Cousineau

Bridgewater Park Primary School
Executive Principal: Miss S Greer
Head of School: Mrs A Hudson

Palace Fields Primary School
Executive Principal: Mr P Holloway
Head of School: Miss G Hitchin

Daresbury Primary School
Executive Principal: Mr P Holloway
Head of School: Mrs K Zuger

Halsnead Primary School
Executive Principal: Miss S Greer
Head of School: Mrs H Whitehall

Litherland Moss Primary School
Executive Principal: Miss S Greer
Head of School: Ms J Gibbons

Trust Lead: Mr David Donnelly - Chief Executive Officer

Trust Safeguarding Lead: Ms E Scott

Dates – Trust Board Policy Reviews

Date of Policy Review	By whom/person responsible
September 2019	E Rowlands, P Talbot, D Donnelly, Trust Board
September 2020	E Rowlands, D Donnelly, Trust Board
September 2021	E Scott (Rowlands), D Donnelly, Trust Board
September 2022	E Scott, D Donnelly, Trust Board
September 2023	E Scott, D Donnelly, Trust Board, School DSLs

Trust Safer Recruitment Training

Date of training	Next training booked	Name	Position held
26/02/18	11/10/23	D Donnelly	Trust CEO
26/09/23	N/A	P Roberts	Trust Governance Manager
26/02/19	TBA	H Stevenson	Chair of Trust
26/02/19	27/02/24	C Parkinson	Trust Director of Operations
10/05/23	N/A	E Scott	Trust Safeguarding Lead
10/05/23	N/A	P Evans	Trust Director of HR
26/09/23	N/A	L Proudfoot	Trust HR Assistant
26/09/23	N/A	R Pilkington	Trust HR Officer
17/01/22	N/A	C Hallwood	Trust Assistant Director T & L
17/01/22	N/A	S Black	Trust Director T & L
17/01/22	N/A	H McGarry	Trust Assistant Director T & L
N/A	11/10/23	P Jones	Trust Director of Quality & Standards

School Designated Safeguarding Leads

School name	Name of Safeguarding Lead	Position held
The Heath School	Mrs H Newcombe	Assistant Principal
Litherland High School	Mrs C Murphy	Assistant Principal
The Prescot School	Ms E Earps	Assistant Principal
Bridgewater Park Primary School	Mrs A Hudson	Head of School
Palace Fields Primary School	Miss G Hitchin	Head of School
Daresbury Primary School	Mrs K Zuger	Head of School
Halsnead Primary School	Mrs H Whitehall	Head of School
Litherland Moss Primary School	Ms J Gibbons	Head of School

Bridgewater Park Primary School Training - Safer Recruitment Training

Date of Training	Name of person Trained	Position held
26.09.23	Catherine Brown	Office Manager
26.09.23	Christine Boyd	Designated Safeguarding Lead
26.09.23	Cheryl Read	Governor
28.01.22 and Due 11.10.23	Sarah Greer	Executive Head Teacher
11.10.23	Ashleigh Hudson	Head of School

Bridgewater Park 3 Yr History of named personnel with designated resp. for Safeguarding

Academic year	School LADO Designated lead	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Other Safeguarding Team members	CLA Named teacher	Nominated Director/ Governor	Chair of Trust Board
2021/22	K Murphy Principal	K Murphy Principal	C Atar Acting Vice Principal R Bolton Vice Principal	C Atar Acting Vice Principal	K Murphy Principal	N Payne Parent Governor	H Stevenson
2022/23	K Murphy Principal	K Murphy Principal	A Hudson Acting Vice Principal	NA	K Murphy Principal	M Pitt Trust Governor	H Stevenson
2023/24	A Hudson Head of School	A Hudson Head of School	C Boyd Pastoral Teacher Assistant	S Greer Executive Principal	A Hudson Head of School	M Pitt Trust Governor	H Stevenson

Bridgewater Park Primary School Policy review dates

Date policy review took place	**By whom**
September 2016	K Murphy, MAT Board, Bridgewater Park Govs
October 2017	K Murphy, MAT Board, Bridgewater Park Govs
September 2018	K Murphy, MAT Board, Bridgewater Park Govs
September 2019	K Murphy, MAT Board, Bridgewater Park Govs
September 2020	K Murphy, MAT Board, Bridgewater Park Govs
September 2021	K Murphy, MAT Board, Bridgewater Park Govs
September 2022	K Murphy, MAT Board, Bridgewater Park Govs
September 2023	A Hudson, MAT Board, Bridgewater Park Govs

A record of dates of Staff and Governor training and details of course title and training provider are kept centrally in school and available on request.

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1. KEY OBJECTIVE

This policy will establish a whole school approach to safeguarding children in order to protect children from maltreatment, preventing impairment of their mental and physical health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and have the best outcomes. School will take action to enable all children to have the best possible outcomes.

2. RATIONALE

If children and young people are to achieve academically, socially and emotionally it is essential that their basic needs for safety and protection are met. All children have a fundamental right to be protected from harm, to be kept safe and their welfare promoted.
Everyone who comes into contact with children and their families has a role to play in safeguarding children.

3. STATEMENT OF INTENT

3.1 This policy, which applies to and is adopted by each Academy (Bridgewater Park Primary School) in the Trust, applies to all adults, including volunteers, working in or on behalf of the school. This policy has been built on locally by Bridgewater Park Primary School to ensure local procedures and protocols are reflected.

3.2 Everyone working in or for the school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting and any off-site provision
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the school setting
- supporting the work of social care, the police, health services and other services to promote the welfare of students and protect them from harm

3.3 As part of our safeguarding ethos, School encourages students 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. The School ensures 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 students, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to students.

3.4 The school will make key decisions regarding information sharing in line with guidance and data protection and will, where appropriate, seek to gain parents' consent, but will always consider the principles of section 1 of the Children's Act 1989 whereby the child's needs are paramount.

4. SCHOOL COMMITMENT AND CONTEXT

4.1 This School is committed to Safeguarding and promoting the welfare of all of its children. Each child's welfare is of paramount importance. The School fully recognises its duty towards safeguarding and promoting the welfare of children under section 157 of the Education act 2002. The School's role in supporting students' needs is clearly recognised in "Every Child Matters" outcomes. All staff should be alert to possible safeguarding concerns being raised in this school. We have a duty of care. We recognise that safeguarding incidents could happen anywhere and some children *may* be especially vulnerable to abuse. We will always take a considered and sensitive approach in order that we can support all of our children, operating a child-centred approach. We will gain a clear understanding of the needs, wishes, views and voices of our students including trying to understand their lived experience.

This policy recognises a child as a young person up to their 18th Birthday. All aspects of the policy must be used with the age of the child in mind, making sure any decisions or actions are 'age appropriate' and 'developmentally appropriate'. This policy covers Primary and Secondary provision. Working protocols may differ to take account of 'age appropriate'.

4.2 **School context**

Bridgewater Park Primary School is a below average- sized primary school where the majority of pupils are white British.

The proportion known to be eligible for support through the pupil premium is well above average. The proportion of pupils with SEND is well above the national average.

Bridgewater Park Primary School serves an area of high deprivation. Key issues relevant to the local area include knife crime, anti-social behaviour, domestic violence, drug taking, poor mental health and mis-use of social media.

As an authority and a region the issues around County Lines are a large concern.

5. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

5.1 Safer Recruitment and Selection

The school pays full regard to current DfE guidance 'Keeping Children Safe in Education' (September 2023). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate Disclosure and Barring Service checks and any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children, including an online search for shortlisted candidates.

In line with statutory guidance, underpinned by regulations, the following will apply:

- a Disclosure and Barring Services (DBS) Enhanced Disclosure with barred list information is obtained for **all** new appointments to our school's workforce through staffing, personnel and payroll. This includes volunteers, school Governors and Trust Members.
- all new teaching appointments to our school workforce will be subject to an additional check to ensure they are not prohibited from teaching
- school will verify professional qualifications, as appropriate
- school will verify right to work in the UK
- school is committed to keep an up-to-date single central record - REGISTER detailing a range of checks carried out on our staff**,** volunteers, school Governors and Members of the Trust
- School will take all steps to ensure that staff working in specified early years or later years are not disqualified under the childcare act 2006.
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA, where appropriate
- school will check that candidates taking up a management position at our school are not subject to a prohibition from management (section 128) direction made by the secretary of state. This 128 check will also extend to all governors and the trust trustees.
- school will ask for written information about previous employment history and check that information is not contradictory or incomplete
- school will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

- evidence of staff member's identity (including a birth certificate where possible), required qualifications and the right to work in the UK will be kept in individual personnel files, along with appropriate evidence of all relevant checks being completed.

- we will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

As a minimum, Key Governors, the Principal, Heads of School, SCR Admins, Admin recruitment staff and other relevant members of SLT have undertaken Safer Recruitment training, at least one of the named people will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

5.2 Safe Practice

Our school will comply with the current Safe Practice guidance 'Guidance for Safer Working Practice for those working with Children and Young People in Education settings' *(Safer Recruitment Consortium – 2022)*

Safe working practice ensures that children are safe and that all staff:

- consider the welfare of the student to be paramount;
- understand their responsibilities to safeguard and promote the welfare of students;
- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work, and be seen to work, in an open and transparent way;
- should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded;
- should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation;
- involve other appropriate colleagues when dealing with situations that may be open to misinterpretation;
- discuss and/or take advice promptly from their line manager or school management if they have acted in a way which may give rise to concern;
- record any incidents or decisions made;
- are aware of confidentiality guidance;
- are aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in any regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA);

- should be aware of and understand the school's Child Protection and Safeguarding policy, arrangements for managing allegations against staff, low level concerns regarding staff, staff behaviour policy/code of conduct, whistle blowing procedure and the Local Safeguarding Partnership procedures;
- should continually monitor and review practice to ensure safe practice guidance is followed.

5.3 Safeguarding Information for children

All students in our school are aware of a number of staff whom they can talk to. The school is committed to ensuring that children are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All children know that we have a senior member of staff with responsibility for child protection and know who this is. In addition, there are other members of staff with specific responsibility for safeguarding, a team approach is good practice. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHE and the wider curriculum enables safeguarding information to be shared with children to enable themselves to keep safe and make informed decisions.

Through assemblies, form time, lessons, group work and individual support our school will ensure that children are made aware that safeguarding information can be found in many places e.g. leaflets, posters, help lines, websites.

Aspects of Safeguarding will be covered in Relationships Education.

At times staff will signpost children to relevant web information or to specialist services.

School consults with and listens to children/ groups of children regarding whole school Safeguarding issues/concerns and responds accordingly. (e.g. student surveys, Student Council).

5.4 Partnership with Parents

The School shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. The school newsletter and website are some methods school uses to keep parents informed.

Parents can report concerns to an appropriate member of school staff or directly to a member of the safeguarding team.

The School will share with parents any concerns the school may have about their child unless to do so may place a child at risk of harm.

The school is committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child, applying the paramouncy principal (Children Act 1989).

We believe that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that children can share any concerns and ask for help when they need it and a duty of confidence may be owed to a child in their own right. Where a student does discuss a difficult personal issue with a member of staff, they will be encouraged to discuss the matter with their parents or carers and be supported to do so where it is appropriate.

In spite of this approach, some students may, for various reasons, at first feel unable to involve their parents. Under these circumstances the school has in place a system whereby staff can offer students help in a limited 'confidential' way. This could involve referring a student to a health professional without informing his or her parents. Staff will always record their reasons for or against breaching confidentiality and will use the ''Gillick competency' and 'Fraser guidelines' as a point of reference.

5.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Children and young People Safeguarding Partnership. The three safeguarding partners are the Local Authority, A clinical commissioning group and the police. They have a shared and equal duty to work together to safeguard and promote the welfare of children. There is a joint responsibility for all agencies to share information to ensure the safeguarding of all children, as detailed in 'Working together to Safeguard Children' September 2018).

At Bridgewater Park Primary School, we have a safeguarding inbox which is monitored by members of the safeguarding team, this enables secure effective information sharing with Police, Health and Children's Care so that timely safeguarding and holistic support can be provided for the child/children whom we have concerns about.
The email address is: safeguarding@bwp.theheathfamily.org.uk

5.6 School Training and Staff Induction

Records of all Safeguarding Training is kept centrally and is available on request

5.6.1 *Designated Safeguarding Lead and nominated Deputies*
The school's Designated Safeguarding Lead and nominated deputies undertake the appropriate Local Authority Safeguarding and Child Protection training commensurate with their level of responsibility and complete refresher training at 2 yearly intervals.

5.6.2 *The Principal and all other school staff.*
The Principal and all other school staff, including non-teaching staff, undertake appropriate training to equip them to carry out their responsibilities for Safeguarding and Child Protection effectively, which is kept up to date by good quality refresher training at 3 yearly intervals, which is deemed to be good practice.

5.6.3 *New Staff*

New staff receive full Safeguarding and Child Protection training as a part of their induction. This will include:

- Child protection, student behaviour and Staff Code of Conduct policies and protocols
- Safeguarding responses to children who are or may be suffering harm including children who go missing from education
- Role and Identity of the Designated Safeguarding Lead and any nominated deputies
- Local Authority safeguarding procedures

5.6.4 *Associate Teachers*

Associate teachers receive basic Safeguarding and Child Protection training as part of their induction. This will include:

- Child protection, student behaviour and Staff code of Conduct policies
- Safeguarding response to children who go missing from education
- Role and Identity of the Designated Safeguarding Lead and any nominated deputies

5.6.5 *Governors*

All Governors undertake appropriate Governor Safeguarding and Child Protection training, including online safety and filtering & monitoring, which ensures they are well placed to check policy and protocol as well as make appropriate professional challenges. Nominated Governors will undertake Local authority training for their role as Lead Governors for Safeguarding (or other appropriate training).

5.6.6 *Staff Induction*

Our staff induction process will cover:

- The Safeguarding & Child Protection policy
- The Online Safety Policy
- The student Behaviour Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The role of the DSL (including the identity of the DSL and any deputies)
- Whistleblowing Policy

Copies of all these policies, a copy of part one of KSCIE and Annex B are provided to staff at induction.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

5.7 Support, Advice and Guidance for Staff

5.7.1 *Staff*

Staff will be supported by The School, the Trust, LA and professional associations (where a member of staff is a member of a professional association).

5.7.2 *The Designated Safeguarding Lead*

The Designated Safeguarding Lead will be supported by the School Principal, the School Governor who has responsibility for Safeguarding, the Trust Safeguarding Lead and the LA.

5.7.3 *Reference Documents*

Relevant safeguarding documents can be found on the school intranet and the LA Safeguarding Children Board websites.

This policy has been developed in consultation with the relevant Safeguarding Partnerships and in accordance with the principles established by:

- Education Act 2002
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006; Childcare (Disqualification) Regulation 2009/2018
- Children and Families Act 2014
- Children and Social work Act 2017
- Data protection Act 2018: General Data Protection Regulations (GDPR) 2018
- Voyerism Offences Act 2019

and with reference to the following key documents:

- *Keeping Children Safe in Education 2023*
- *Working Together to Safeguard Children 2018*
- *Sexual Violence and Sexual harassment between children in schools and colleges 2021*
- 'Guidance for Safer Working Practice for adults who work with Children and Young People in Education settings 2022'
- *Disqualification under the Childcare Act 2006; effective 31.08.18 (For Schools with students under the age of 8)*
- *Prevent Duty Guidance 2015*
- *The Prevent Duty; Departmental advice for schools and childcare providers 2015*

- *What to do if you're worried a child is being abused: Advice for Practitioners 2015*
- *Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018*
- *UKCISS Sexting in Schools and Colleges; Responding to incidents and safeguarding young people*
- *Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people*
- *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*
- *Searching, Screening and Confiscation: Advice for Schools 2022*
- *Behaviour in Schools: Advice for Headteachers and School Staff 2022*
- *Working Together to Improve School Attendance 2022*
- *Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.*
- *When to Call the Police*
- *Statutory guidance for Children Missing Education*
- *Halton Children and Young People Safeguarding Partnership's Safeguarding procedures.*
- *The School Staffing (England) regulations 2009*
- *Staffing and employment advice for schools 2021*
- *Teacher Standards 2012*
- *Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015.*
- *Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM*
- The statutory framework for the Early Years Foundation Stage
- Additional advice and support outlined in Annex B Keeping Children safe in Education 2023

5.7.4 Advice for the Safeguarding Lead and team

Advice is available from Children's Social Care, Local Authority Safeguarding Unit, the Police and the Trust Safeguarding Lead.

5.7.5 *Advice for Staff and volunteers*

Advice for staff is available from the Safeguarding Lead or a member of the Safeguarding Team.

5.7.6 *Out of hours availability of DSL*

Contact can be made/attempted with the DSL, the Head of School or the Executive Principal at any time (Phone numbers available), should no response be available then a member of staff should report directly to the police or Children's Social Care for advice/action, as outlined in this policy. For all LOTC activities, a named member of the safeguarding team will be on call for the duration of the visit/trip.

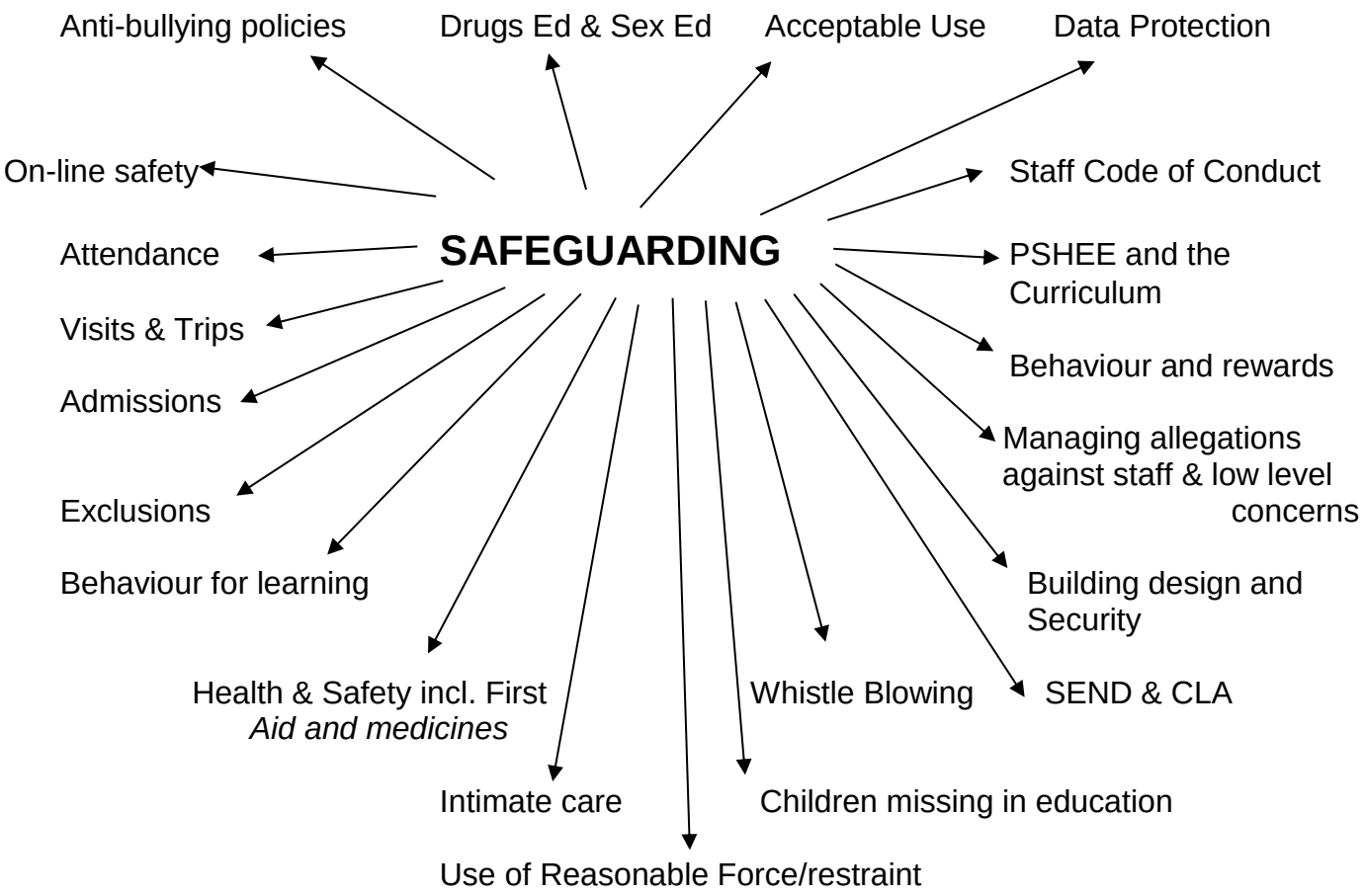
5.8 Related School Policies

5.8.1 *Context of associated policies*

Safeguarding children is a wider brief than Child Protection. It also encompasses issues such as student health and safety and bullying. There are a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population, these areas will be addressed by the Bridgewater Park Primary School as appropriate and when they arise.

5.8.2 *Associated Policies*

Safeguarding is inherent within many school or Heath Trust policies and protocols and this should be taken into consideration when using this Safeguarding and Child Protection policy. The following are examples of such associated policies and protocols (however, this list is NOT exhaustive)



5.8.3 *Children Missing from Education*

The school follows the LA procedures "Children Who May Be Missing/Lost From Education". Where children on roll at a school do not attend for schooling, and this school has made the usual enquiries they should refer the case to the Behaviour and Attendance Service/Education Welfare in the usual way. If the allocated worker cannot locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the ESW Service that they can take the child off roll (normally after 4 weeks).

5.8.4 *Confidentiality*

School has regard to Information sharing -

'*Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor in many serious case reviews has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.'* (Advice for practitioners providing safeguarding services to children, July 2018)

Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Staff will pay due regard to relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

• being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

• understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

• not providing students' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

Staff adhere to the school's confidentiality policy. Any child protection concerns must be kept strictly confidential and shared on a 'need to know' basis only.

The importance that children place in confidentiality is recognised and the need to make sure it is not breached where the child is **not at risk** must be considered. However, confidentiality has never been absolute and staff must balance this against the need to safeguard children at all times.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.

- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- Be aware of the government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

  If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

The safety, well-being and protection of children is the paramount consideration in all decisions staff make about confidentiality.

5.8.5 *Equality statement*

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

According to the Equality Act, schools and colleges **must** not unlawfully discriminate against students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). We will support students with regard to protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting students or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions.

We give special consideration to children who:

- Have disabilities or additional needs
- Have special educational needs
- Are young carers
- Are children in Care
- Are privately fostered
- Have returned home to their family from care
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are asylum seekers

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence or adult mental health issues
- Are frequently missing from home or care.
- Are misusing drugs or alcohol
- Are at risk of FGM, sexual exploitation, forced marriage, modern slavery or trafficking
- Are at risk of being radicalised or exploited
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organized crime groups.

5.8.6 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.
- 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 Halton Children and Young People Safeguarding Partnership's formal escalation policy to ensure a timely resolution. The escalation policy can be located here:

  https://www.proceduresonline.com/LimitedCMS_centrally_managed_content/pancheshire/shared_files/escalation_policy.pdf

5.9. Student Information

The school will endeavour to keep up-to-date and accurate information in order to keep children safe and provide appropriate care for them. The school requires accurate and up-to-date information regarding:

- names and contact details of persons with whom the child normally lives
- at least one other set of contact details (in the case of an emergency)
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above - this applies to the Primary school setting)
- details of persons specifically NOT authorised to collect the child from school
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on a CP, CIN, Early Help plan or any other related plan
- name and contact detail of G.P.
- details of any private fostering arrangements made for a child

- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information in accordance with Data Protection. (GDPR and the Data Protection Act 2018)

The GDPR and Data Protection act 2018 places duties on organisations and individuals to process personal information fairly and lawfully; they are not a barrier to sharing information, where the failure to do so would cause the safety or wellbeing of a child to be compromised.

CP/safeguarding records are kept securely and separate from children's regular school records/file.

5.10. Use of electronic devices in school including Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present (exceptions to this will be at the Principal's discretion). Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras. We will follow the Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

School is committed to keeping students safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children
- parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school
- separate parental consent is obtained if any other agency requests to take photographs of any child
- parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher
- images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes, unless permission is gained for other use
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children

- the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business
- photos are printed/uploaded in the setting by staff and once completed the images are immediately removed from the camera's memory
- parents are reminded frequently of the risks associated with posting images of children to social media
- parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own
- staff, volunteers and visitors will not use mobile phones in toilet or changing areas and only in line with the schools Code of Conduct/acceptable use policy
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Principal and/or the Governing Body
- Students' use of mobile phones and other devices will be managed under the school's Home School Agreement and the Behavior Policy.

5.11. Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. School provides an effective approach to online safety to protect and educate the whole school 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 four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying. Education Opportunities to teach safeguarding, including online safety. *(see the school online safety policy for further information)*
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

School is committed to keeping students safe online. We therefore ensure that:

- ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- The school's Online Safety Policy details how we keep students safe when using the internet and mobile technology
- Online bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Behaviour Policy and Anti Bullying Policy
- There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children.
- DfE advice; ***Searching, Screening and Confiscation*** is followed where there is a need to search a student for a mobile device
- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy and safeguarding protocols
- The school has appropriate filters and monitoring systems in place regarding use of internet as be detailed in the Online Safety Policy.

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such our governing bodies ensures that appropriate filters and monitoring systems are in place.

All staff 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.

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, filtering & monitoring and that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Additional information can be found within Keeping Children Safe in Education 2023 and Sharing Nudes and Semi Nudes.

5.12. Remote Learning

There may be occasions where the school will need to implement a 'remote learning' approach to education. This might be due to health reasons, such as periods of 'self-isolation', or when extreme weather prevents the school from fully opening.

During times of partial closure, priority will be given to those students identified as being vulnerable.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including students and students who need to attend to receive support or manage risks to their mental health.

School will continue to work with and support children's social workers to help protect vulnerable children during any time of partial or full closure. This includes working with and supporting children's social workers and the local authorities virtual school head for looked-after and previously looked-after children.

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per this policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Trust code of conduct and in line with Guidance for Safer Working Practice.

Below are some things to consider if there are virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with students
- Staff should record, the length, time, date and attendance of any sessions held.

Communication with parents - should be used to reinforce the importance of children being safe online and parents and carers will find it helpful to understand what systems school uses to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

5.13. Home stay

Home stay arrangements require thorough risk assessment and full consideration prior to any arrangements being made. The school will consider all guidance in Keeping Children Safe in Education 2023. If the school cannot ensure the safety and well-being of the students Home Stay will not be arranged through school. (Exchange visits)

5.14. Health and safety, risk assessments and visitors

Day-to-day responsibility for health and safety issues in school are delegated to Mrs A Hudson (Head of School) who is competent to carry out these duties and who has received the appropriate training.

See the school's Health and Safety Policy for further details.

Bridgewater Park Primary School is committed to keeping students safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:

- Visitors to school sign in and wear identification lanyard to indicate they have done so
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- Visitors sign out and hand in their identification when they leave the school
- Visitors are made aware of who to speak to if they are worried about a child during their visit through an information poster in reception.
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Principal. If unsupervised they will also be provided with a summary of key safeguarding, behaviour and code of conduct expectations

- Visitors will behave in a way that is compliant with the school's code of conduct
- Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Principal or DSL
- Visitors will not initiate contact or conversations with students unless this is relevant and appropriate to the reason for their visit
- When there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- When visitors are undertaking activities with children, content of the activity will be agreed with the Principal or DSL, prior to the visit.
- Contractors will be managed in line with the school's Health and Safety Policy

5.15. Transfer of safeguarding control agreement

A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures, in line with the updated guidance within Keeping Safe in Education 2023. School will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on our school roll. School will also ensure safeguarding requirements are included in the transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings will be referred to.

5.16. Alternative Provision and Work Experience

Definition – Alternative Provision - education arranged by local authorities for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for students on a fixed period exclusion; and students being directed by schools to off-site provision to improve their behaviour.

When school places a student with an alternative provision provider, the school continues to be responsible for the safeguarding of the student and should ensure they are satisfied that the provider meets the needs of the student.

Schools will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we, school, would otherwise perform in respect of our own staff and school will obtain written evidence of safeguarding arrangements for each Alternative Provision placement.

Responsibility for the alternative provision used rests with the school. The nature of the intervention, its objectives and the timeline to achieve these objectives will be agreed and clearly defined. Progress against these objectives will be frequently monitored, appropriate reviews be built in and continuity into the next stage in the child's life considered. Where reintegration back to school is an objective, there should be agreement on how to assess when the student is ready to return and the school will provide an appropriate package of support to assist their reintegration. These objectives and plans will be agreed with providers, set out in writing and regularly monitored, including through frequent visits to the provider.

School will maintain on-going contact with the provider and student, with clear procedures in place to exchange information, monitor progress and provide pastoral support. Records will be kept on a student's progress in the provision, appropriate staff liaison arrangements will be in place, and appropriate mechanisms of challenge will be agreed.

Prior to placement, school should assess whether the provision offers high quality education and is suitable for the student's individual needs.

Alternative provision should be good quality, registered where appropriate and delivered by high quality staff with suitable training, experience and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment. Where an intervention is part-time or temporary, to help minimise disruption to a student's education, it should complement and keep up with the student's current curriculum, timetable and qualification route. If a student is referred to off-site provision on a part-time basis, they should attend school as usual on the days on which they are not in the alternative provision.

Provision should:

- have a clear purpose with a focus on education and achievement as well as meeting the student's needs and rigorous assessment of progress;
- offer appropriate and challenging teaching in English, Mathematics and Science (including IT) on par with mainstream education – unless this is being provided elsewhere within a package of provision;
- be suited to the student's capabilities, give students the opportunity to take appropriate qualifications and involve suitably qualified staff who can help students make excellent progress; and
- have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.

Work Experience – When organising work experience placements school will ensure that the placement provider has policies and procedures in place to protect children from harm. Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement.

School will consider the specific circumstances of the work experience. Consideration **must** be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

6. ROLES and RESPONSIBILITIES

All staff, volunteers and governors working in the school are responsible for the operation of this policy and have a legal duty to report any disclosure, allegation or suspicion of abuse, to the Designated Safeguarding Lead or, in their absence, their Deputy. This must be done immediately following the disclosure or suspicion is made or arises.

6.1 School Governing Body

The Governing Body will ensure that:

- the school has a Designated Governor responsible for safeguarding;
- the policies, procedures and training for all staff, governors and volunteers are effective and comply with the law at all times, both at induction and throughout the duration of their time as a member of the school;
- an appropriate senior member of staff is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead (DSL) will be a member of the Senior Leadership team and the role will be explicit within their job description. This person will have 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 is a designated member of staff who will ensure the academic progress, emotional wellbeing and safety of children who are looked after or have previously been looked after by the local authority.
- the school has a Safeguarding and Child Protection policy and procedures in place that are in accordance with DfE and locally agreed inter-agency procedures, and the policy is made available on the school website;
- the school contributes to inter-agency working in line with statutory guidance ***Working together to safeguard children 2018***
- safeguarding procedures take into account local guidance including Halton's Levels of Need Framework;
- all staff, volunteers and governors are aware of child on child abuse, have been trained in recognizing the signs and indicators, and know that even if no incidents have been reported, it does not mean it is not happening in our school and that it can happen both inside and outside school and online;
- safeguarding responses are in place in cases where children go missing from education;
- the school has a written Code of Staff Conduct in place;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and school Governors, eg DBS, Childcare disqualification etc;
- that there is an accurate, up to date Single Central Record in place that is regularly checked/reviewed;

- there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- staff undertake appropriate safeguarding and child protection training, including online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering ang monitoring;
- all Governors undertake appropriate governor safeguarding and CP training at induction (including online, filtering & monitoring) and this training should be regularly updated. The training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at school are effective and support the delivery of a robust whole school approach to safeguarding;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Principal/Executive Principal;
- there are procedures in place to manage allegations against teachers, Executive Principals, Principals, Heads of School, volunteers, governors and other staff, including supply staff, that may meet the harm threshold;
- there are procedures in place to manage low level concerns and allegations relating to adults in school, which do not meet the harm threshold;
- where services or activities are provided on or off the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- the school's safeguarding and child protection policies and procedures are available on the school's website or by other means;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged:
- consideration is given as to how children may be taught about safeguarding;
- children are safe online by ensuring that appropriate filters and monitoring systems are in place (see online safety policy);
- they have knowledge in relation to online safety;
- are aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) and the multi-agency safeguarding arrangements.

6.2 The Principal/ Executive Principal/ Head of School

The Principal/ Executive Principal/ Head of School will ensure that:

- any information about a child will be disclosed on a need to know basis only, to other members of staff. Guidance about sharing information can be found in the document "Information Sharing: Advice for Practitioners providing safeguarding services 2018";
- the policies and procedures adopted by the Governing Body or Trust are fully implemented and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities effectively;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies:
- they act as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- they make decisions regarding low-level concerns and may collaborate with the DSL
- the Single Central Record (SCR) is up to date and the safer recruitment practices set out in Keeping Children Safe in Education 2023 are followed

6.3 Designated Safeguarding Lead (and Designated Deputies)

The Designated Safeguarding Lead will:

- Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2023's Annex C and adhere to this role;
- take **lead responsibility** for safeguarding and child protection (including online safety and filtering and monitoring). This is explicit in their job description. The DSL at Bridgewater Park Primary School has the appropriate status and authority to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and therefore the governing body at Bridgewater Park Primary ensure that they are given the additional time, funding, training, resources and support they need to carry out the role effectively;
- ensure their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children. This includes, but is not limited to:-

6.3.1 Managing referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies, Children's Social Care, Police;

- recognise the need for early identification when children are in need of early help and support;
- be alert to the specific needs of children in need, those with special educational needs and young carers etc;
- attend and effectively contribute to Child In Need, Child Protection conference, Core groups, Early Help meetings and any other meetings or plans requested by other agencies;
- Keep detailed, accurate and secure written records of referrals and concerns. Ensure that these records are stored in locked cabinets and not accessible to staff and students;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;
- liaise with the Principal to inform him/her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- act as a source of support, advice and expertise within the educational establishment;
- ensure there is always cover for this role, including any out of hours/out of term activities.

6.3.2 Training

- receive appropriate DSL training carried out every 2 years;
- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how LA Children and Young People Safeguarding Partnership operates, the conduct of 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 that all staff have access to and understand the school's Safeguarding and child protection policy and written Code of Staff Conduct;
- ensure that all staff are made aware of the safeguarding systems in place and provided with details of the Designated Safeguarding Lead during induction training;
- ensure that all staff have regular safeguarding training, including online safety, filtering and monitoring (At least every 3 years)
- ensure that all staff have regular safeguarding updates, as required, but at least annually;
- ensure that all staff have completed PREVENT training;
- ensure that all staff are made aware of their responsibility to provide a safe environment in which children can learn and the responsibility to identify children who are, or are likely to, suffer significant harm and take appropriate action;

- ensure that all staff receive training in managing and responding effectively to incidents of child on child abuse, ensuring there is a clear acknowledgement and awareness by all stakeholders that it is happening, but may not be being reported.

6.3.3 Raising Awareness

- ensure the Safeguarding and child protection policy is updated and reviewed annually and work with the Governing Body and Trust regarding this;
- ensure that the Safeguarding and child protection policy is available publicly;
- ensure parents are made aware of the Safeguarding and child protection policy which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the school in this to avoid conflict later;
- Ensure students are aware of the Safeguarding/Child Protection Policy or a student friendly equivalent;
- where a child leaves the school, ensure the child protection file is copied for the new school as soon as possible and transferred to the new school separately from the main student file;
- school will not delay sharing appropriate safeguarding information with a new school, prior to file transfer, to ensure the safety of the child;
- if a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Attendance and Behaviour service;
- Ensure safe messages are displayed in reception/visitor areas and that appropriate checks are made on entry to the school;
- Ensure that visitors are aware of who the DSLs and deputies are and how to share concerns should they arise;
- Provide the Governing Body with an up to date analysis of safeguarding related issues and numbers of vulnerable students to enable them to scrutinize, challenge and support school as necessary;
- Complete the section 157 audit as requested by the LA;
- Ensure that staff are aware of and adhere to the school's Staff Code of Conduct policy:

6.4 Leadership Team

The Leadership Team will:

- fully support the Designated Safeguarding Lead to ensure statutory safeguarding guidance is adhered to;
- deal with any safeguarding issues in the absence of designated safeguarding staff;
- pay full regard to Safeguarding and Child Protection when developing policy and protocols within their given role;
- pay full regard to 'Keeping Children Safe In Education 2023' when developing policy and protocols within their given role;
- ensure that safeguarding is embedded within the curriculum.

6.5 Staff and volunteers

All staff and volunteers will:

- demonstrate an understanding that safeguarding is everyone's responsibility;
- fully comply with the school's policies and procedures;
- ensure that they are able to recognise possible indicators of abuse and neglect and know who to report their concerns to;
- report any safeguarding concerns, including lower level concerns, to the Designated Safeguarding Lead without delay and in a timely fashion. Verbal reporting of concerns will then be followed up in writing using the school electronic reporting system (CPOMS) as soon as possible but always within 24 hours. Rather than thinking "*what if I'm wrong?*" staff are encouraged to think "*what if I'm right?*" in relation to any safeguarding concerns;
- ensure that they record their concerns using the school's standard recording format (Appendix 3) in a contemporaneous fashion, clearly noting the difference between fact and opinion and where the information has come from. The voice of the child will be made clearly evident;
- be aware of child on child abuse, have been trained in recognising the signs and indicators, and know that even if no incidents have been reported, it does not mean it is not happening in our school;
- be fully aware of the importance of mental health in relation to safeguarding
- 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;
- ensure that concerns relating to a child remain confidential and are only shared with the Designated Safeguarding Lead or Deputy.;
- co-operate with safeguarding enquiries made by Children's Social Care in relation to our students;
- ensure that they attend full Level 2 Basic Awareness in Safeguarding training appropriate to their role at least every three years and will attend further update training annually. This includes ensuring attendance at Prevent Duty training and online safety training, including filtering and monitoring;
- provide a safe environment in which children can learn and will have a belief that "*it could happen here*";
- be aware that the Teachers' Standards 2012 state that teachers (including Principals) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;
- understand that it may be appropriate to discuss with the Principal 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;
- understand that failure to follow any of the procedures set out within this policy may result in disciplinary action being taken by the school;

- understand their mandatory duty to report known cases of FGM to the police. Staff should in the first instance share their concerns with the DSL or deputy who will then support staff in making the report to the police;
- report any concerns regarding adult conduct to the Principal or other nominated person (See Managing allegations and low level concerns policy).
- will have read the school Safeguarding and Child Protection Policy and signed to say they have understood it.

7. CHILD PROTECTION

7.1 IDENTIFYING - Children And Young People Who May Be Suffering Significant Harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that school staff determine how best to build trusted relationships with children which facilitate communication.

A Victim is a widely understood and recognised term, but in our school, we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will consult with the child and use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. As a school we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis.

Definitions:

7.1.1
Child: As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday. The fact that a child has reached the age of 16years 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 entitlement to services or protection.

7.1.2
Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

7.1.3
Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children (Child on Child abuse). Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

7.1.4
Physical Abuse 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.

7.1.5.a
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 penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place on line. 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.

7.1.5.b
Child Sexual Exploitation (CSE) involves exploitative situations, context and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship

where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power to coerce, manipulate or deceive in a relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

7.1.5.c

Sexting/Youth Produced Sexual Imagery may be referred to the issue as "sexting" however there is no clear definition of "sexting". Many professionals consider sexting to be "sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet" yet when young people are asked "What does sexting mean to you?" they are more likely to interpret sexting as "writing and sharing explicit messages with people they know". Similarly, many parents think of sexting as flirty or sexual text messages rather than images. "Youth produced sexual imagery" best describes the practice because:

- "Youth produced" includes young people sharing images that they, or another young person, have created of themselves
- "Sexual" is clearer than "indecent". A judgement of whether something is 'decent' is both a value judgement and dependent on context
- "Imagery" covers both still photos and moving videos

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

The Law

Making, possessing and distributing any imagery of someone under 18 which is "indecent" is illegal. This includes imagery of yourself if you are under 18. Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

The types of incidents which this covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

This does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery

This does mean that young people are breaking the law by sharing such images, however whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

Whilst it is recognised that the production of such imagery is likely to take place outside of school, issues often manifest in school. As a result, it is expected that:

- All members of staff should be able to recognise and refer any disclosures of incidents of this nature
- All incidents of youth produced sexual imagery should be dealt with as safeguarding concerns and school safeguarding procedures should be followed
- Adults should not view youth produced sexual imagery unless there is good and clear reason to do so

If staff have any concerns re: sexting or any disclosures are made, they should *always* follow the school's safeguarding procedures and refer to the DSL / DDP. They should *never* view any images themselves.

The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant

distress or harm to the student. If a decision is made to view imagery the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a student has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Principal
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Principal
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Principal or a member of the senior leadership team's office
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

Bridgewater Park Primary School follows the Halton procedure. Where there are concerns about possible CSE, Bridgewater Park Primary School will complete the CSE Screening Tool and submit the completed tool to Halton iCART.

Advice and guidance can be located at:
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

The NSPCC also provide support if children have been sharing nudes and semi nudes (sexting)

https://learning.nspcc.org.uk/research-resources/briefings/sexting-advice-professionals

7.1.6

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying 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.

7.1.7
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

7.1.8
Female Genital Mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.
In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

7.1.9
Forced Marriage (FM) is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Forced Marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological, for example, when someone is made to feel like they're bringing shame on their family. Financial abuse (taking the person's wages or not giving them any money) can also be a factor.

In addition, since February 2023, it is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Often those about to be forced into marriage can't talk about what's happening to them because of the emotional pressure they are under from family. If there are suspicions regarding Forced Marriage following talking to the child, it is essential that school takes action without delay. (In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.) If there are concerns that a child is at risk of FM, school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151.

7.1.10

Modern Slavery - The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.

ALL staff will have read Annex B of Keeping Children Safe in Education 2023 and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including;

- Children in the Court system
- Children with family members in prison
- Homelessness

7.1.11

Honour Based Abuse (HBA) is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. The terms "honour crime" or "honour-based abuse" or "izzat" embrace a variety of crimes of abuse (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse 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

In disobeying this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBA can be a trigger for a Forced Marriage.

7.1.12
Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from child/peer abuse including:

- Bullying (physical, name calling, homophobic, etc., including cyber bullying)
- Gender based violence
- Sexually harmful behaviour including upskirting and sexting

This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, culture, sexual identity, disability, special educational needs or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

We follow the guidance on managing reports of child on child sexual violence and sexual harassment in schools in line with Part 5 of Keeping Children Safe in Education 2023 and Sexual Violence and Sexual Harassment between children in schools and colleges.

7.1.13
Extremism and Radicalisation

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

Extremism is defined by the Government in the Prevent Strategy as:

"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Extremism is defined by the Crown Prosecution Service as:

"The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*

- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *Foster hatred which might lead to inter-community violence in the UK"*

There is no such thing as a "typical extremist"; those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Extremism goes beyond terrorism and includes people who target the susceptible – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter-Terrorism and Security Act 2015, our school will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and have completed the Home Office's Prevent Training and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

7.1.14

Children Missing Education (CME) or Absent from Education.

Children Missing Education (CME) are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. 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. 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 students, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their students. When a child is deemed to be missing from education, Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the student's name from the register. Once these enquiries have been undertaken, the local protocol for Children Missing Education must be followed.

Children who are Absent from Education particularly repeatedly and/or for prolonged periods can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female

genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

It is important that school staff are aware of school's unauthorised absence procedures and children missing education procedures.

7.1.15

Sexual Violence and Sexual Harassment Between Children can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Sexual violence

Under the Sexual Offences Act 2003 offences relating to sexual violence are described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

Sexual harassment is "unwanted conduct of a sexual nature" that can occur online and offline. 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. 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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Harmful sexual behaviours HSB

Children's sexual behaviours can be referred to as HSB, Harmful Sexual Behaviours and exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see NSPCC Harmful Sexual Behaviours. This can be found at:

https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework.

Upskirting

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

We follow the guidance on managing reports of child on child sexual violence and sexual harassment in schools in line with Part 5 of Keeping Children Safe in Education 2023 and Sexual Violence and Sexual Harassment between children in schools and colleges 2021.

Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk

Staff are aware of the importance of:

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

7.1.16
Child Criminal Exploitation (CCE) is where an individual or group, male or female, child or adult takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

(a) in exchange for something the victim needs or wants, and/or
(b) for the financial or other advantage of the perpetrator or facilitator and/or
(c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Like other forms of abuse and exploitation, county lines exploitation, a typical feature of CCE:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any susceptible adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- can, as well as being physical, be facilitated and/or take place online.
- is typified by some form of power imbalance to coerce, manipulate or deceive in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender,

sexual identity, cognitive ability, physical strength, status, and access to economic or other resources and;

- in some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

7.1.17

County Lines – is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, student referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

7.1.18

Serious Violence – staff should be aware that students could at any time be at risk from or involved with serious violent crime. These may include;

- Increased absence from school
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- Significant change in wellbeing
- Signs of assault or unexplained injuries

7.1.19

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families and outside of their home. It recognises that the different relationships that young people form in their

neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. 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.

Contextual safeguarding, simply 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. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

More information about Contextual Safeguarding can be found here:
https://contextualsafeguarding.org.uk/

7.1.20
Domestic Abuse - The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

Children can be victims of domestic abuse and they may suffer domestic abuse in their own relationships/intimate relationships (teenage relationship abuse). All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children, impacting on their health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Bridgewater Park Primary School receives all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.
https://www.operationencompass.org/

School has a safeguarding inbox, which is monitored by the safeguarding team, for all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

The Designated Safeguarding Lead will inform relevant staff of any notification and agree what support (if any) the student should receive.

All staff understand the significant impact that domestic abuse can have on a child both at the time of the incident and longer term. The school follows the guidance set out within this policy to ensure the safety and wellbeing of children. Children who have experienced or witnessed domestic violence will be monitored and supported through the school pastoral care system.

7.1.21

Mental Health is about **how we think, feel and behave**. Current data shows one in four people in the UK has a mental health problem at some point, which can affect their daily life, relationships or physical health. Mental health may also be referred to as 'emotional health' or 'well-being' and it is just as important as good physical health.

All staff should also 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. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

School will have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. School will take opportunities to promote positive health, wellbeing and resilience among young people. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, referring to the designated safeguarding lead or a deputy. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

As a school we aim to provide a nurturing environment for children and staff and we teach resilience through our school curriculum. Whenever a concern arises which is related to mental health, we will always act in the best interest of the person involved and access appropriate support. This may mean accessing support from external agencies.

More information can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf

Table 7.1 Some possible signs and symptoms of abuse and neglect

INDICATORS	Physical Abuse	Sexual Abuse	Emotional Abuse	Neglect
Injury to the child's body or other PHYSICAL indicators	Hand slap marks, twin bruising on the cheeks, grip marks, dipping scalds or bite marks.	Bruising on the buttocks, breast, lower abdomen or thighs.	Stunted growth and failure to thrive may result from emotional abuse.	Low weight for height, poor skin tone.
The child's behaviour	Fearful reactions to parental disapproval "frozen watchfulness". Erratic attendance.	Sexually explicit behaviour, compulsive masturbation.	Over passivity or hyperactivity.	Voracious appetite, "frozen watchfulness".

INDICATORS	Physical Abuse	Sexual Abuse	Emotional Abuse	Neglect
Emotional and psychological reactions	Poor attention at school, and failure to reach potential.	Loss of self-esteem.	Loss of self-esteem, feelings or worthlessness. Erratic attendance	Listlessness, failure to develop normally due to lack of stimulation.
Indirect signs	Unwillingness to undress in front of others.	Bedwetting, running away from home, stomach pains.	Unkempt appearance, nightmares.	Under-achievement at school.

Table 7.2 Additional Information

A/. POSSIBLE SIGNS AND INDICATORS OF ABUSE IN CHILDREN

The risk indicators described below, 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 Senior Designated Person
- May require consultation with and / or referral to Children's Services

However, it is important to note that the absence of such indicators does not mean that abuse or neglect has not occurred.

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 / injuries with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

In an abusive situation the child may:

- Appear frightened of the parent/s or other adults or children
- 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 or carer 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
- Be misusing substances (alcohol or drugs)
- Have mental health issues that compromise parenting ability
- Persistently refuse to allow access on home visits
- Be a victim or a perpetrator of 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 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.

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
- Risk taking behaviour (during adolescence)
- Promiscuous behaviour
- Aggressive behaviour

- Withdrawn or isolated
- Unexplained gifts, toys or favours
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Pain or itching of genital area
- Blood on underclothes
- Bed wetting or soiling
- Sleep problems
- 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 infections, presence of semen on vagina, anus, external genitalia or clothing

The Brook Sexual Behaviours Traffic Light Tool is available for professionals who work with children to help identify, assess and respond appropriately to sexual behaviours
http://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

B/. POSSIBLE SIGNS OF CHILD SEXUAL EXPLOITATION CSE (part of Sexual Abuse)

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 can 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
- unknown adults collecting the children from school
- having older boyfriends or girlfriends
- 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
- repeat absences / truancy from school (e.g. same time of day, same day each week, etc.)
- 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
- frequent missing from home episodes
- getting involved in crime, police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

C/. SEXTING / YOUTH PRODUCED SEXUAL IMAGERY

SEE SECTION 7.1.5C FOR MORE DETAILED INFORMATION

D/. RECOGNISING FEMALE GENITAL MUTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. There are 4 types of procedure:

- Type 1, Clitoridectomy - partial/total removal of clitoris
- Type 2, Excision - partial/total removal of clitoris and labia minora
- Type 3, Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4, all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out because there is a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- It preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement / perpetuates a custom or tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- It is mistakenly believed to make child birth easier

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the "at risk" communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistani, Indonesian and Pakistani)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be "cut" or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities

- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to stand, sit or walk. Looking uncomfortable when undertaking these activities
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infections
- Disclosure

If there are suspicions regarding FGM, it is essential that schools take action **without delay**. If there are concerns that a child is at risk of, or is a victim of, FGM contact the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk and police/ Children's Social Care as appropriate.

Staff must be aware of this statement regarding mandatory reporting, taken from Keeping Children Safe In Education 2023:
*'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.'*
The member of staff must speak to the DSL in the first instance who will support the police referral.

E/. INDICATORS OF FORCED MARRIAGE AND HONOUR BASED ABUSE

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further / higher education
- Accompanied to doctors or clinics by family members
- Self-harm / attempted suicide / depression / isolation
- Running away from home
- Eating disorders
- Substance misuse
- Siblings forced to marry / early marriage of siblings
- Self-harm or suicide of siblings
- Death of a parent
- Family disputes

If there are suspicions regarding Forced Marriage or Honour Based abuse following talking to the child, it is essential that school takes action **without delay**. In cases of Forced Marriage and Honour Based Abuse, involving the family and the community may increase the risk of significant harm to the child or young person. If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151 or in either case contact 999 if the situation is deemed to be an emergency.

F/. INDICATORS OF CHILD ON CHILD ABUSE

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can often be more damaging than physical. An assessment of an incident between peers should be completed and should consider the following:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

It is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way. Even with the most stringent of policies and support mechanisms, peer abuse can and may still occur. In order to try to prevent this our school will:

- Have an ethos where students and staff treat each other with respect and understand how their actions affect others
- Ensure that the school environment is one that allows students to share information about anything that is upsetting or worrying them
- Use a strong and positive PSHCE curriculum to tackle issues such as prejudiced behaviour, and gives an open forum for young people to talk
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between students which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students and parents to ensure they know what to do to prevent and report concerns
- Create an inclusive, safe environment where students can openly discuss issues without fear

- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual and transgender students through staff training and CPD to ensure that staff do not dismiss issues
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- Work with the wider community and agencies to tackle issues that occur outside the setting

G/. RECOGNISING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

See section 7.1.15 for more detailed information as well as section A of this table.

H/. POSSIBLE SIGNS OF RADICALISATION AND EXTREMISM

- **Identity Crisis** – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the student / student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need** – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list however is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

If there are suspicions regarding radicalisation or extremism, it is essential that schools take action without delay. If there are concerns that a child is at risk of radicalisation, or is voicing concerning opinions or attitudes, staff should contact the school lead (SPOC) for Prevent without delay. The

school lead will then risk assess the information and make contact with and take advice from the appropriate agencies.

I/. CHILDREN MISSING FROM EDUCATION (CME)

Students at particular risk of CME:

- **Students at risk of harm/neglect**
  Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected school should follow the local child protection procedures
- **Children of Gypsy, Roma and Traveller (GRT) families**
  Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT student leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education
- **Children of Service Personnel**
  Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice
- **Missing children and runaways**
  Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education
- **Children and young people supervised by the Youth Justice System**
  Children who have offended or are at risk of doing so are also at risk of disengaging from education
- **Children who cease to attend a school**
  There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- **Children of new migrant families**
  Children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education

J/. CHILDREN AT RISK OF CCE

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:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries

- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being
- misuse of drugs and alcohol

7.2 TAKING ACTION - To Ensure That Children Are Safe At School And At Home

All staff follow the LA Children and Young People Safeguarding Partnership Procedures which are consistent with 'Working Together to Safeguard Children' 2018 and 'What to do if you are worried a child is being abused' 2015.

It is ***not*** the responsibility of the school staff (or Governors) to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Any safeguarding concerns should be communicated to the Designated Safeguarding Lead, or deputy. Accordingly, all concerns regarding the welfare of children will be recorded and discussed with the Designated Safeguarding Lead, or deputy (or another senior member of staff in the absence of the Designated Safeguarding Lead, nominated deputy or member of the Safeguarding team) prior to any discussion with parents.

IN THE ABSENCE OF THE DESIGNATED SAFEGUARDING LEAD, NOMINATED DEPUTY SAFEGUARDING TEAM MEMBER or SLT if at any point there is a risk of immediate serious harm to a child, a referral should be made direct to children's social care and/or the police immediately. Any staff member can make a referral.

See Appendix 2 for flow chart 'What to do if you have concerns about a child's welfare'.

7.2.1 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any disclosure regarding any form of abuse

7.2.2 *Other issues that must be reported:*

- any self-harming behaviour
- suicidal thoughts
- eating disorders
- sexual or sexually related activity including 'sexting'
- children seeking advice about contraceptives
- accessing / possession of pornographic material
- Sexual violence or harassment between children

7.2.3 *Responding to Disclosure*

Disclosures or information may be received from children, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Arrangements to ensure that students with communication difficulties are enabled to express themselves to a member of staff with appropriate skills are organised with the SENDCO and Designated Safeguarding Lead.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make an immediate record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm. Will not interrupt
- try to ensure that the child/ adult disclosing does not have to speak to another member of school staff
- clarify the information
- observe injuries where possible. A child might choose to show an injury, this is acceptable however staff must not ask a child to remove or adjust their clothing
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?' If it is required to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions

- Use the "TED" model for asking open ended questions: "**T**ell me about that", "**E**xplain that to me", "**D**escribe that"
- try not to show signs of shock, disgust, or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- not promise confidentiality, explain sensitively that they have a responsibility to refer the information to the Designated Safeguarding Lead or nominated deputy and explain why they need to do this
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- tell the child that they're glad they have been told, that the child has done the right thing even though they have recognised how difficult it can be to tell

Staff will then:

- record what has been said by the child immediately afterwards using the child's exact words where possible. Use capital letters for the child's words to help distinguish between the two
- take note of all other information received, make a note of the child's demeanour and record the child's wishes and feelings, clearly indicate fact, opinion or third part information, ie crying, withdrawn etc
- report the matter immediately to the Designated Safeguarding Lead
- record detail of any injuries that could be indicative of abuse or neglect on the school referral/ concern form (see appendix 3)
- record all information on the appropriate school referral/concern form (paper/electronic format) no later than 24hrs after the disclosure. Keep any original notes and pass to the Designated Safeguarding Lead or deputy for central storage

Staff **will 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
- Take photographs of any marks or bruises

7.2.4 *Action by the Designated Safeguarding Lead (or other Safeguarding Lead in their absence)*

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection, CIN or other plan
- discussing the matter with other agencies involved with the family
- whether the child or family would benefit from co-ordinated support from more than one agency and, if so, arrange an appropriate assessment
- consulting with appropriate persons e.g. Children's Social Care, police
- the child's wishes and feelings

Then decide:

- to follow the guidelines for Section 17 or Section 47 referrals
- whether to make a child protection referral to Children's Social Care because a child is suffering or is likely to suffer significant harm, and if this needs to be undertaken immediately, for example when sexual abuse is suspected or disclosed, or where fabricated or induced illness is suspected
- if/ when they should call the police and understand what to expect when they do. (see guidance from NPCC- When to call the police)
- Parents will be informed of any referrals made to Children's Social Care and consent will be gained. Parents will not be contacted when this would put the child at increased risk of significant harm (e.g. in cases of suspected Fabricated or Induced Illness, Sexual Abuse where a family member is the suspected perpetrator, or Forced Marriage). Any decision not to inform parents/carers should be recorded on the Children's Social Care referral form with the reasons for such a decision and a copy should be kept in the Child Protection File for that child (CPOMS).

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if early help or support is appropriate
- if it would be appropriate to undertake an early help assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Social Care will be accompanied by a Local Authority standard referral form.

Halton Local authority procedures will be followed:

If the Designated Safeguarding Lead is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care they should contact the Integrated Contact and Referral Team (iCART) for advice (See Appendix B for the referral flowchart).

Children's Social Care contact details are as follows:

- ***iCART, 9am-5pm Mon-Thursday, 9am-4.30pm Friday: 0151 907 8305***
- ***Out of hours Emergency Duty Team (EDT): 0345 050 0148***

If the Designated Safeguarding Lead feels that the concern should be addressed via the Multi Agency Level 2 (MAP) or Levels 3 or 4 (Child in Need and Child Protection), then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Designated Safeguarding Lead should consider how to proceed, including if refusal increases the risk of harm to the child. (If required, appropriate translation will be provided, avoiding the use of family or local community members.)

If the Designated Safeguarding Lead feels that the concern should be addressed via the Multi Agency Level 2 (MAP) or Levels 3 or 4 (Child in Need and Child Protection), then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Designated Safeguarding Lead should consider how to proceed, including if refusal increases the risk of harm to the child. (If required, appropriate translation will be provided, avoiding the use of family or local community members.)

Where the Designated Safeguarding Lead feels that the information indicates that a child is in need of protection (Level 4 – Section 47 only), they should still contact the parent(s) to inform them that they are making a referral to Children's Social Care and to gain consent, unless to do so would place the child at increased risk of harm; for example:

- *where sexual abuse involving a family member is suspected or disclosed*
- *where fabricated or induced illness is suspected*
- *where to do so would impede an existing criminal investigation*

The Designated Safeguarding Lead and/or Deputy will complete, in detail, the Children's Social Care multi-agency referral form (available on the Halton Children and Young People Safeguarding Partnership website www.hcypsp.haltonsafeguarding.co.uk). They will include as much detail as possible relating to the child, immediate and wider family, the allegation of harm, situation, context, environment, risks and protective factors to enable Children's Social Care to react in a timely way. This referral form must be completed within a maximum of 48 hours but sooner when requested. Referral forms ***must be accompanied be at least one of Halton's assessment toolkit and screening forms****. https://hcypsp.haltonsafeguarding.co.uk/halton-assessment-tool-kit-and-screening-tools/*

If the school does not receive an outcome to their referral from Children's Social Care within one working day, the Designated Safeguarding Lead should contact iCART immediately.

If the referral to iCART results in a Single Assessment and a period of Child in Need (Level 3) or Child Protection (Level 4), or a Multi-Agency (MAP – Level 2) assessment and plan, the Designated Safeguarding Lead and/or Deputy will engage thoroughly with the relevant assessment and

resulting plan. This includes Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings. *The DSL or a Deputy DSL will attend Child Protection meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes.*
The Safeguarding Team meet regularly to ensure that decisions made about children who are subjects of Child Protection Plans are agreed and a clear rationale for the decision is documented. *A copy of the child's CP Plan is included in the child's individual safeguarding file in CPOMS* *Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.*
ALL staff understand that children who perpetrate abuse or display harmful behaviour (including harmful sexual behaviours) should be treated as <u>victims first and foremost</u> and supported in the same way a victim of abuse would be supported.
Specific programmes of intervention and support are offered to children and families who are vulnerable. *Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.*

7.2.5 *<u>Action following a child protection referral</u>*

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conferences, or Child in Need meetings
- if the child or children are placed on a Child Protection or Child in Need Plan, contribute to the Plan and attend any subsequent meetings.
- where possible, share reports with parents (and children if appropriate) prior to meetings
- when in disagreement with a decision made regarding a referral consider formal 'escalation'
- contact the Children's Social Care Duty Officer immediately if a written response by Children's Social Care is not received within 3 working days
- where a child on a Child Protection or Child in Need plan moves from the school or goes missing, immediately inform the key worker in Children's Social Care

7.2.6 *Children with Social Workers*

Children with allocated social workers will potentially at greater risk of harm due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where children have/need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

7.2.7 *Looked after children, private fostering and care leavers*

- All staff understand that children who are in the care of the local authority have usually experienced abuse and/ or neglect.
- The Governing Body will ensure that the named teacher understands and has knowledge of the child's legal status (whether they are looked after with the consent of the parent, under and interim care order or full care order) and the contact arrangements with the parents or people with parental responsibility.
- The named teacher will have details of the child's care arrangements and the level of authority given to the carer by the local authority that looks after the child.
- The named teacher will have the name and contact details of the social worker and the name of the virtual head from the authority that cares for the child.
- All staff have the understanding and knowledge that previously looked after children remain vulnerable and will liaise with the named teacher to ensure that information is shared to keep looked after and previously looked after children safe.
- The named teacher will work with the Virtual School and local authority to ensure that the educational outcomes of registered children who are looked after.
- The named teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who have been adopted from state care outside England and Wales.
- The named teacher must have the relevant experience and qualifications to fulfil this role and also be able to attend training to keep informed about developments in this area.
- The named teacher will liaise with the virtual head to discuss how funding can be best used to support the progress of looked after children and best meet the needs identified I the personal education plan (PEP).

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. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will request updated student information forms be completed annually to help to identify those children who have had a change in living arrangements.

Should the school become aware of a child who is privately fostered, the Designated Safeguarding Lead will notify the Local Authority who will check that the arrangement is suitable and safe for the child.

7.2.8 *Students with SEN/disabilities/health conditions*

Students with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, both online or offline. Students with SEND are 3 times more likely to be abused than their peers. Abuse that involves SEND pupils will require close liaison with the DSL or the deputy and the SENCO

Additional barriers can exist when recognising abuse and neglect in this group of students. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for children with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges (Include what additional support you will offer).
- Cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Our school work closely with SEND support services including:

SENDIASS, Chatterbugs, Specialist Teachers, Educational Psychology Service and Woodview Child Development Centre.

7.2.9 *Recording*

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse. All concerns will be recorded in CPOMS (electronic recording system).

Records will be maintained by the Designated Safeguarding Lead and Deputy/ies through the CPOMS system – including actions and decisions made / outcomes reached and the rationale behind these decisions.

DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working.

Individual files will be clearly organised in chronological order in CPOMS and all entries should be signed and dated in a legible manner by the person making the entry. This should include their role/designation at the school.

There is a chronology of events kept/created by CPOMS to enable the Designated Safeguarding Lead and Deputy to have an immediate overview of the child' case.

Such records will be kept securely. The Designated Safeguarding lead will ensure that relevant members of staff have appropriate access to the information on the CPOMS and will ensure that only the Designated Safeguarding members of staff are provided with full Key holder permissions.

Current and historic paper files and records will be destroyed once uploaded onto CPOMS to avoid duplication of information.

For volunteers, visitors, supply staff and governors (who do not have access to CPOMS), concerns will be recorded through the use of a 'PINK concern form', which will then be uploaded on to CPOMS along with a summary of the information recorded.

All Child Protection documents will be retained in an electronic 'Child Protection' file, separate from the child's main file. This will be only accessible to the Principal and Designated Safeguarding Lead and Safeguarding Deputies. These records will be electronically transferred to any school or setting the child moves to. If the receiving school uses a paper-based system for recording Safeguarding and Child Protection, the transfer file should be clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' The file should be signed for on receipt by the receiving school. Any paper files created prior to us using the electronic system will be transferred as a paper copy and should be

clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.

Files will be archived and securely stored until the child's 25th birthday at the school where the student attends at statutory school leaving age, in line with statutory guidance. DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records.

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service**.** Original copies will be retained until the child's 25th birthday.

(See appendix 3 for the School referral/concern form)

7.2.10 *Supporting the Child and Partnership with Parents*

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst School may, on occasion, need to make referrals without consultation with parents, every effort will be made to maintain a positive working relationship with them whilst fulfilling duties to protect any child
- School will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- School will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

7.2.11 *Supporting the Child and family through early intervention*

- School recognises that some children need early help and support services and is committed to the early identification of such needs. Providing help early is more effective in promoting the welfare of children than reacting later when concerns have escalated.
- School will offer 'in school early help support' where appropriate and possible. Our school based Early Help could include, but is not limited to: Pastoral support plan, work with a mentor, referral for School based counselling. Therapists, Charity based support etc.
- DSLs will undertake a MAP (Level 2) assessment, when appropriate, to identify what Early Help is required. A MAP is a Multi-Agency Plan (MAP). MAP has replaced CAF and is designed to be a family friendly, outcomes focused

assessment tool. MAP is a four-step process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. The MAP is designed to be used when:

- ❖ A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- ❖ A child or their parent/carer, raises a concern with a member of staff
- ❖ A child's needs are unclear, or broader than the member of staff's service can address

- All staff in school will be 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 into 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 absent from education;
  - ❖ is at risk of modern slavery, trafficking or exploitation;
  - ❖ is an asylum seeker;
  - ❖ is showing early signs of abuse and/or neglect;
  - ❖ is at risk of being radicalised or exploited;
  - ❖ is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - ❖ is misusing drugs or alcohol themselves;
  - ❖ has returned home to their family from care;
  - ❖ is a privately fostered child;
  - ❖ may experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation;
  - ❖ has English as an additional language;
  - ❖ has Health conditions;
  - ❖ is showing any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support.

- In order to best support children and families, Bridgewater Park Primary School will participate fully in the Early Intervention/MAP process and will take on the role of 'Navigator' where appropriate. To support this, Bridgewater Park Primary School will ensure that a member of staff is fully trained to use an electronic MAP which sits within the Eclipse database.

- The MAP process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory. School name recognises that should a family not provide consent, this may require a review of

the Level of Need, as refusal to provide consent may increase the risk to the child and subsequent consultation with iCART (Integrated Contact and Referral Team) would be required.

- The Early Intervention Locality Teams in Halton develop and maintain strong links to universal services, offer named link workers to key services, offer direct family support and offer support, advice and guidance to professionals The Senior Early Help Officers and MAP Champions also offer oversight of MAPs to ensure the level of need is correct. The locality teams are located in Widnes and Runcorn.

- Contact should be made with a Senior Early Help Officer, located within the Early Intervention Locality Teams or iCART team, for advice and support around the MAP process and for help to identify the most appropriate support services for a family's identified needs. If a MAP is already open and risks are increasing or the plan is not progressing, to request a step up to social care, the school should contact iCART. The contact number is 0151 907 8305.

7.2.12 *Mandatory reporting of FGM* - Teachers *must* personally report to the police cases where they discover that an act of FGM appears to have been carried out, by calling 101. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with our school 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.

https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

If there are suspicions regarding FGM, it is essential that schools take action **without delay**. If there are concerns that a child is at risk of, or is a victim of, FGM contact the police via 999 (for immediate risk) or 101. Alternatively, the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk

7.2.13 *Child on Child abuse - Taking action*

All staff receive training on child on child abuse, such as through an INSET and/or during induction.

We have adopted a 'whole school approach' to tackling sexism and child on child abuse (including sexual violence and sexual harassment).

We fully understand that even if there are no reports of child on child abuse in school it may be happening. As such, all our staff and children are supported to:

- be alert to child on child abuse (including sexual harassment);
- understand how the school views, records and responds to child on child abuse;

- stay safe and be confident that reports of such abuse will be believed, taken seriously and acted upon.

We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up".

We will recognise that "child on child abuse" can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any **child** subject to child on child abuse.

When a (victim) reports an incident of sexual violence or harm, our staff will;

- reassure the child that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment and nor should a victim ever be made to feel ashamed for making a report.
- reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them.
- regularly review decisions and actions, and update policies with lessons learnt.
- look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns.
- consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- remain alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.
- be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes, and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.

7.2.14 *Code C – Police and Criminal Evidence Act (1984)*

The Principal, Designated Safeguarding Lead (and deputies) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence. PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code. PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a

student about an offence they may suspect. This communication will be recorded on CPOMS. If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, such as seeking guidance from specially trained officers, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person about whom there are grounds to suspect of an offence, must be cautioned[1] before being questioned about an offence[2], or asked further questions if the answers they provide give grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
    a. a police officer;
    b. employed by the police;
    c. under the direction or control of the chief officer of a police force; or
    d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.

Further information can be found in the Statutory guidance - PACE Code C 2019.

https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible

7.3 SAFEGUARDING STUDENTS WHO ARE SUSCEPTIBLE TO EXTREMISM

7.3.1 Background

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and

[1] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

[2] A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

nationally in which extremist groups have attempted to radicalise susceptible children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them susceptible to future radicalisation.

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

7.3.2 *School duty*

Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter-Terrorism and Security Act 2015, school will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

School will link with other relevant agencies (including the Police) to ensure that susceptible people are appropriately supported and risk assessed, and that staff and Governors are trained to an appropriate level to ensure they are able to recognise any concerns.

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

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

The Channel and Prevent contacts within Cheshire Constabulary can be found here:

https://www.cheshire.police.uk/advice/advice-and-information/t/prevent/prevent/

Team email prevent@cheshire.pnn.police.uk

Alternatively, there are the following national contacts available:
https://www.npcc.police.uk/CounterTerrorism/Prevent.aspx
Anti-Terrorist Hotline 0800 789 321

8 Allegations, Low-level concerns and Whistleblowing

8.1 Managing allegations (incl. low-level concerns) in relation to staff or people working within school

Safeguarding and promoting the welfare of children is everybody's responsibility. All staff have a responsibility to provide a safe environment in which children can learn. The Managing allegations (incl. low-level concerns) Policy covers all employees at all levels and grades, including senior managers, officers, employees, trainees, part-time and fixed-term employees (collectively referred to as employees in the policy). The policy also applies to supply staff and volunteers.

Keeping Children Safe in Education states that, as part of a Trust-wide approach to safeguarding, a Trust and its schools should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Trust (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Allegations and/or concerns against any person who works with children must be taken seriously. The purpose of the Managing allegations (incl. low-level concerns) Policy is to provide guidance to follow in the event that an allegation has been made or a concern has been raised against a staff member. The policy aims to follow the guidance contained in the Department for Education's Guidance, Keeping Children Safe in Education (2021 and as amended) and HM Government's guidance from Working Together to Safeguard Children (July 2018 and as amended).

The Managing allegations (incl. low-level concerns) Policy should be consulted when considering how to manage both allegations that may indicate that the person subject of the allegations would pose a risk of harm (in line with the harm test outlined on the Disclosure and Barring service website) if they continue to work closely with children, as well as how to act in relation to low-level concerns that do not meet the harm threshold.

Concerns/Allegations that may meet the harm threshold ('Allegation')

Examples include when a member of staff has:

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

Concern that does not meet the harm threshold ('Low-level concern')

The term 'low-level' concern does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the School may have acted in a way that:

a) is inconsistent with an organisation's staff code of conduct, including inappropriate conduct outside of work, and
b) does not meet the allegation harm threshold above or is otherwise not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO.

Examples of such behaviour could include, but are not limited to:
a) being over friendly with children;
b) having favourites;
c) taking photographs of children on their mobile phone;
d) engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
e) humiliating children.

Employees do not need to be able to determine in each case whether their concern is a low-level concern, or if it is not serious enough to consider a referral to the LADO, or whether it meets the threshold of an allegation. Once employees have shared what they believe to be a low-level concern, that determination should be made by the Executive Principal/Head of School and responded in line with the policy.

Creating a culture in which all concerns about employees (including allegations that do not meet the harm threshold) are shared responsibly and with the right person, and recorded and dealt with appropriately, is crucial. This encourages an open and transparent culture; enables the Trust and the School to identify concerning, problematic or inappropriate behaviour early; minimises the risk of abuse; and ensures that adults working in or on behalf of the Trust are clear about professional boundaries and act within them. In line with Keeping Children Safe in Education, the School will ensure that there is an environment where employees are encouraged and feel confident to self-refer.

Such a culture/environment also ensures that the Trust's ethos, values and expected behaviour as set out in the Code of Conduct are constantly lived, monitored and reinforced by all staff. In doing so, this also helps to protect all groups within our school community, as set out in the Guidance for safer working practice for those working with children and young people in education settings (February 2022 and as amended).

Behaviour which is not consistent with the ethos and values of the Trust or School, and which does not meet the Trust's expectations as set out within the Code of Conduct, needs to be addressed. Such behaviour can exist on a wide spectrum – from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Organisations or Individuals using school premises
School may receive an allegation relating to an incident that happened when an individual or organisation was using school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, school will follow our safeguarding policies and procedures, including informing the LADO.

8.2 Whistleblowing

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 Whistleblowing Policy is there to support and aid them in these circumstances.

Whistleblowing regarding the Principal/Executive Principal should be made to the Chair of the Governing Body, whose contact details are readily available to staff.

Should the situation arise where a member of staff feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, advice can be sought via NSPCC helpline or through OFSTED's Whistleblowing helpline.

The contact details are :-

NSPCC - Telephone number - 0800 028 0285.
- Email - help@nspcc.org.uk

OFSTED - Telephone number - 0300 1233155
- Email – whistleblowing@ofsted.gov.uk

Appendix 1 - **CONTACTS**

Halton and Young People Safeguarding Partnership
2nd Floor Rutland House
Runcorn
Cheshire
WA7 2GW

Telephone: 0151 511 7313
www.haltonsafeguarding.co.uk

Halton Children's Social Care contact details are as follows:

- **iCART, 9am-5pm Mon-Thursday, 9am-4.30pm Friday: 0151 907 8305**
- **https://hcypsp.haltonsafeguarding.co.uk/**

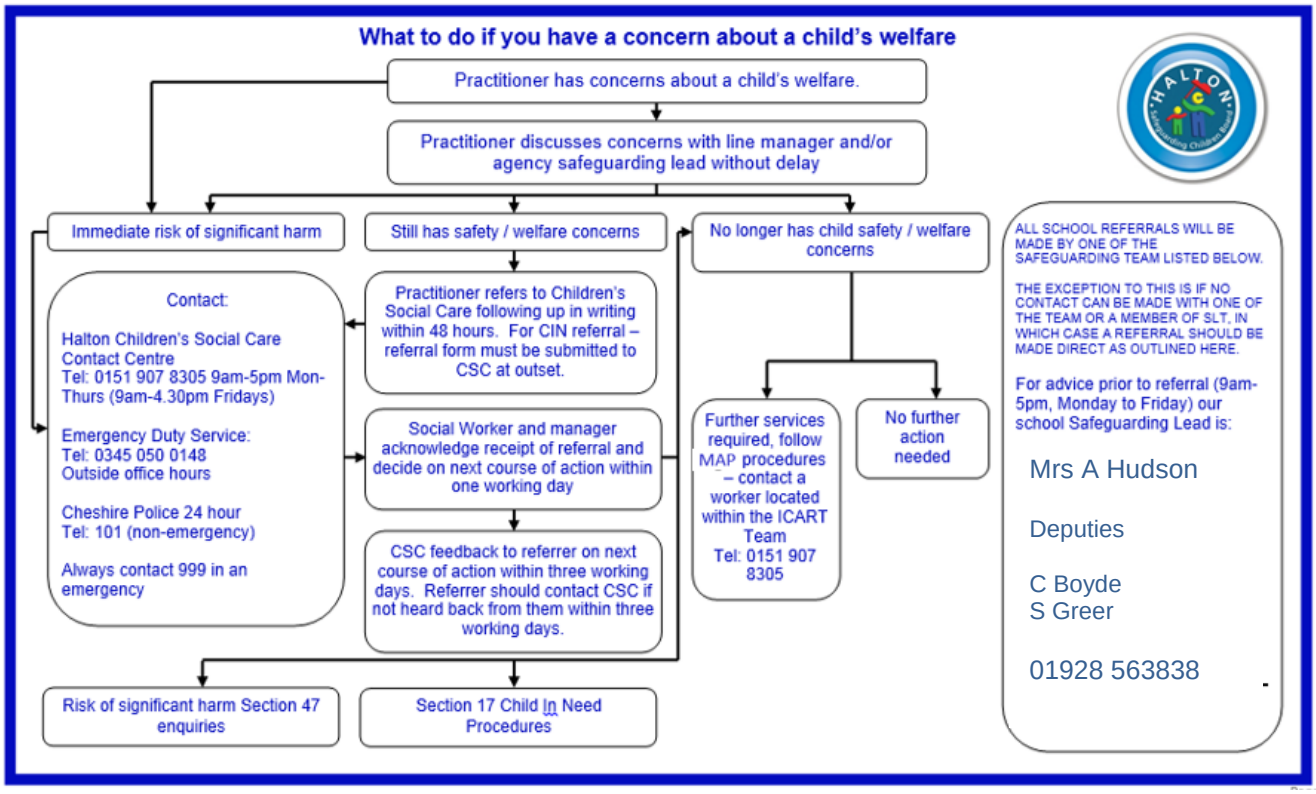
- **Out of hours Emergency Duty Team (EDT): 0345 050 0148**

Local Authority Designated Officer:

Call 0151 907 8305 and ask to speak with the Duty LADO.

Appendix 2: Halton Referral flow Chart

REFERRAL FLOWCHART



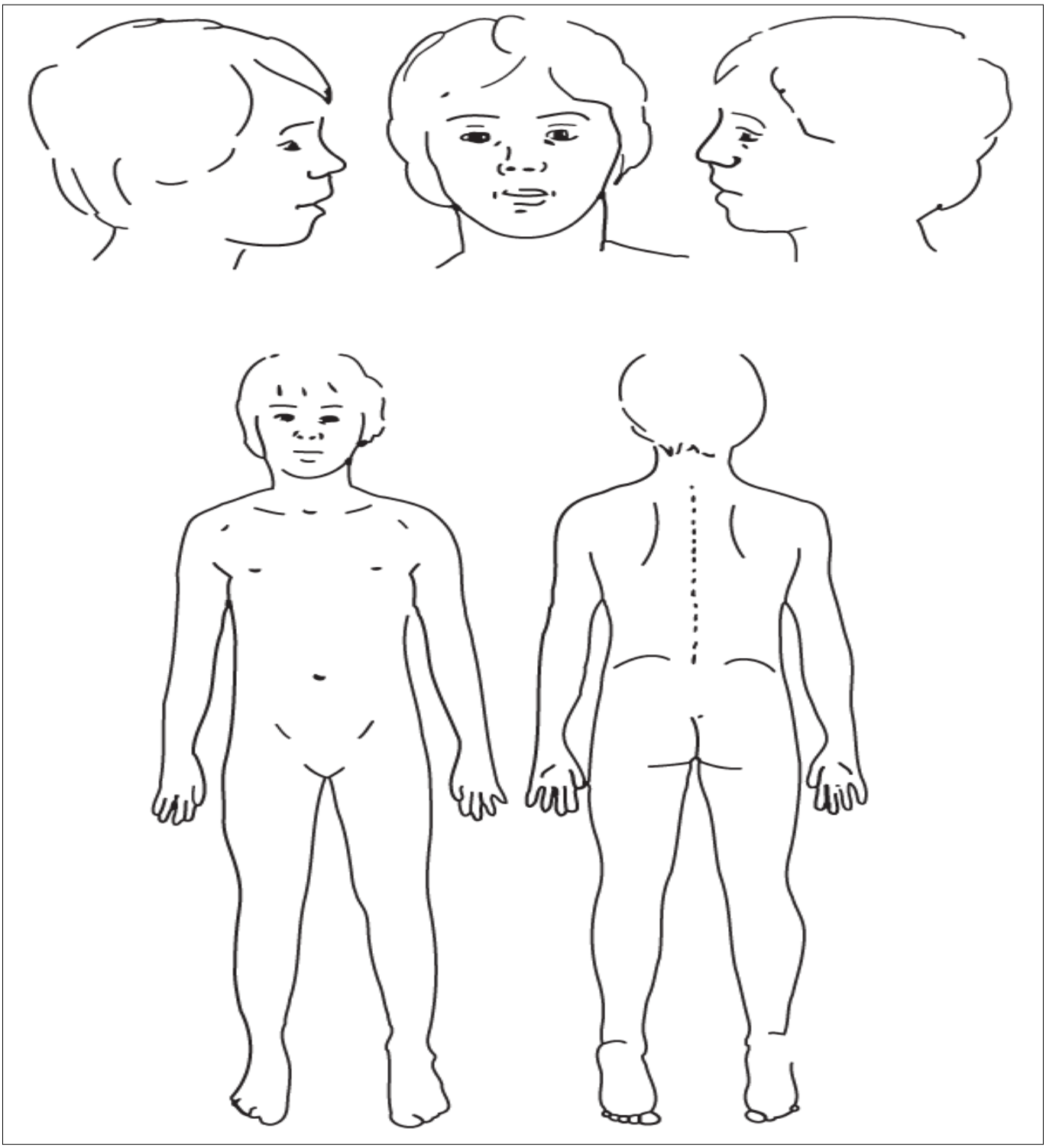
Appendix 3: Bridgewater Park Primary School referral/concern form

CP/Safeguarding Bridgewater Park Primary School

Incident/concern/referral form ***2023 -2024***			
Student Name		Form	
Date and Time incident/concern raised			
Member of staff raising the incident/concern			
Member of CP staff the incident/concern passed to *Please circle*	Sarah Greer Ashleigh Hudson Christine Boyd		
Details of the incident/concern *who, what, where, when...* Please be as clear as possible with dates and times and record in the third person. *(Third person eg Joe Blogg came to see Mrs Mary Jones at 11.20am on 21/5/13 and disclosed that the previous night (20/5/13) Joe Blogg's mum hit him at the back of the head with a saucepan. etcetc)*			
Signature *of member of staff raising the incident/concern*		Date	

CP use only			
Meeting with student Date and time			
Additional information from meeting			
Communication with Parent, Date and Time			
Communication with other Agency, Date and Time			
Outcome/Actions	Action		By who?
Signature *member of CP team dealing with the incident/concern*		Date	
Signature *of DSL or DDP*		Date	

Appendix 4: Body Diagram

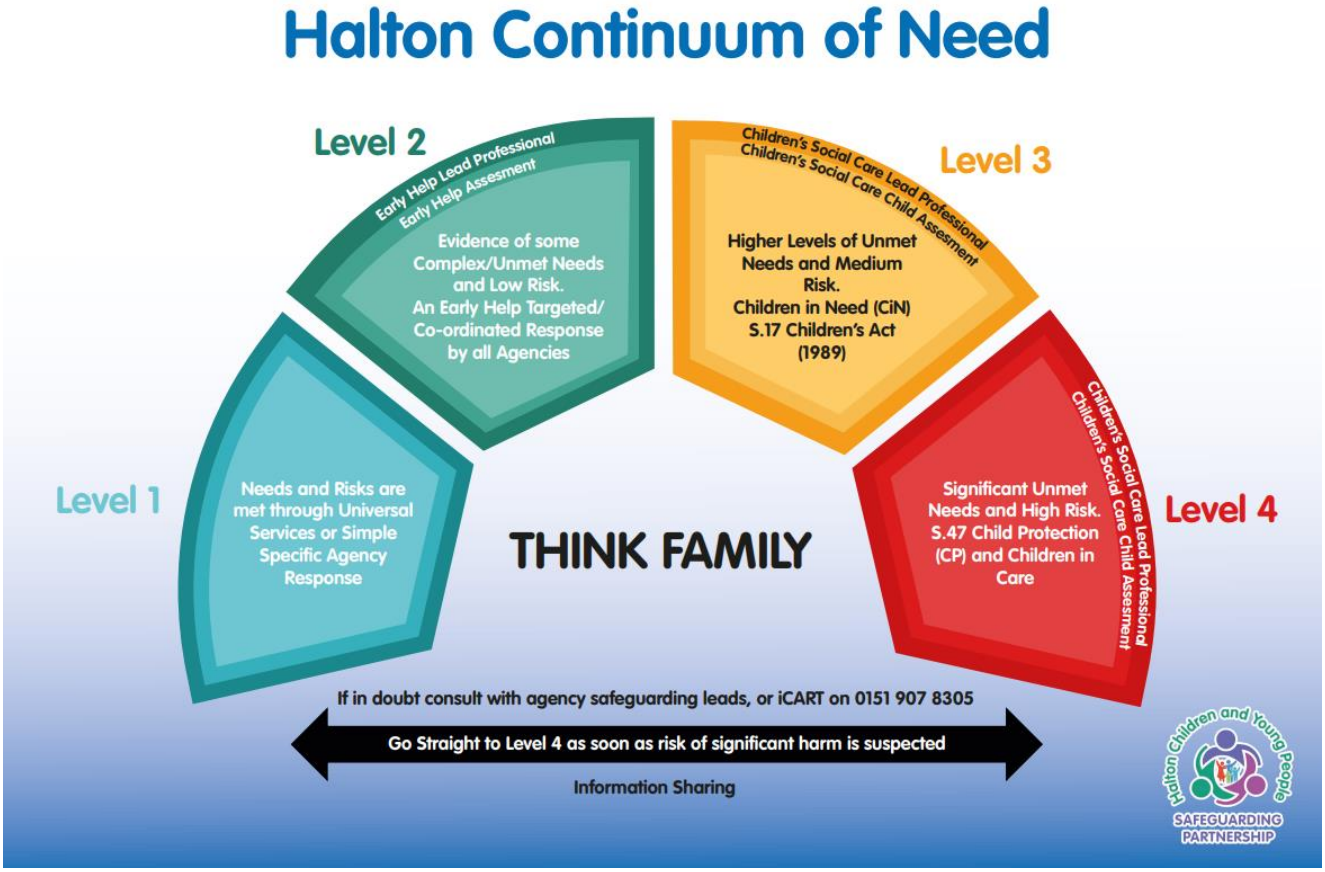


Name of Child : _____

Member of Staff : _____

Date : _____

Appendix 5: Local Authority Levels of Need



Thresholds and Level Descriptors

The Level of Need indicators define in detail the four levels of the framework. These needs and risk indicators are illustrative in assisting practitioners in having a shared understanding of the whole needs/risk of a child/ young person. Practitioners' should be aware that this is not an exhaustive list of needs and is provided as a tool to aid practitioners in decision making. Practitioners when trying to identify the correct level of need should seek advice and guidance from their line manager, and/or agency designated safeguarding lead.

Level 1 – Universal **Children, young people and families whose needs and risks are and can be met by universal services or simple specific agency response** Universal services are provided and are routinely available to all children, young people and families. These services are accessed in the local community and delivered by partners including schools, GPs, hospitals, emergency services, community health services, children's centres, youth hubs, police and voluntary & community groups. Universal services are available to families at any stage on the Halton Continuum of Need		
Response	Signposting to appropriate universal services (some listed above), offer of information and advice and where to find support. Needs can be met from single agency response from services **or** through a specific piece of individual and/or group work or brief intervention which could be delivered by the agency requesting the need. Pre MAP may be used to identify and address the need.	
Information sharing	Informed and explicit consent required.	
Examples of possible indicators	Health and Wellbeing	• Registered with a GP • Meeting developmental milestones • Good hygiene • Ability to self-care as appropriate to age • Appropriately cared for when ill • Good emotional health and/or well being • Age appropriate social and communication skills • Positive sense of self and abilities
	Safe From Harm	• Positive attachments • Stable home environments • Ability to recognise unsafe activities, places, etc. • Secure relationships
	Contribute and Engage	• Children and young people with regular attendance at school/nursery. • Children and young people who has their social, moral, spiritual and cultural needs met • Children and young people reaching learning milestones • Good relationships with peers and adults • Appropriate stimulation, boundaries and guidance • Good home/school link • Children and young people appear happy, good level of emotional literacy • Good level of self-esteem and confidence
	Aspire and Achieve	• Effective support networks • Confident in social settings • Experiences success and achievement • Positive role models • Planned progression beyond statutory education • Access to learning resources • Parents are able to offer stability • Access to appropriate family support • Suitable accommodation • Reasonable income, being used appropriately to meet needs • Access to inclusive short breaks services for disabled children • Good access to services

Level 2 – Some Complex/Unmet Needs and Low Risk **Children, young people and families where there are evidence of some complex/unmet needs and low risk but whose needs and risks are and can be met by an early help targeted / co-ordinated response by all agencies**		
Response	Multiple and/or complex unmet needs sometimes for multi family members that requires a co-ordinated response. A MAP (Multi agency Plan) may be advised to help coordinate support if no existing plan in place. Where consent is declined for a MAP it may still be possible to provide level 2 support by agencies.	
	May have a support worker from an early help service such as school, health professionals, locality early help workers, children centre early help workers or voluntary/ independent sector. Multi-Agency Plan (MAP), Early Help Assessment, Short Breaks Plan and Education, Health and Care Plan (EHCP) may be needed at this level to identify the needs and co-ordinate support in order to reduce the risk of needs escalating.	
Information sharing	Informed and explicit consent required. Where consent is refused parents/carers should be informed that services will be limited to single agency provision and where 'high' risk indicators emerge, multi -agency information sharing may be undertaken without consent.	
Examples of some unmet needs and low risk indicators	Health and Wellbeing	• Developmental milestones (e.g. below centile chart height and weight) not being met • Early/unsafe sexual activity • Persistently missed medical appointments • Refusal/avoidance of registration with a GP • Some relationship difficulties (e.g. divorce/separation, bereavement) • Unnecessarily accessing health services e.g. walk in clinics/A&E • Children and young people for whom there are emotional, physical/behavioural health concerns • At risk of self-harm • Perplexing Presentation • Experimenting with substances/drugs • Poor development of self-care skills • Parents struggling to address own emotional needs • Poor home routines • Poor housing • Families with poor hygiene causing health/emotional issues • Child or young person who appear hungry in school • Pregnant age 16 years or under • Identified mental health issues for parent or child • Low educational or physical disability for parent or child • Repeated injuries, infections and infestations • Children and young people whose parents are in prison • Identity/gender issues significantly impacting on emotional health and wellbeing where there is lack of support in place
	Safe From Harm	• Families subject to discrimination/harassment • Change in family circumstances • Families at risk of poverty • Very young parents and inexperienced parents • Parent(s) who are absent • Inappropriate childcare • Basic care is not consistent • Wider family and friends may engage in unsafe activities • At risk of eviction through non-payment of rent/utilities • Children and young people beginning to misuse substances • Lack of evidence of attachment/bonding

		• Children and young people at risk of entering the Criminal Justice System –engaging in low level offending or anti-social behaviour • Children and young people who have started going missing from home • Families where there are early concerns about domestic abuse • Families where there are early concerns about substance misuse • Parents who are care leavers • Early indications of potential risks regarding CE • Early indications of potential risks regarding Radicalisation • Engaging in potentially unsafe online activities
	Contribute and Engage	• Lack of stimulation, boundaries or guidance • Lack of support network/isolation • Some difficulties in building/sustaining relationships with peers and adults • Low/ threatened self-esteem and confidence • Limited access to age appropriate leisure facilities and/or quality education including nursery • Low expectations from community, school and parents/carers • Children and young people presenting challenging behaviour in school • Children and young people refusing to go to school • Bullied or bullying behaviour • Lack of positive role models • Inappropriate responses and actions • Find managing change difficult • Does not always understand how actions impact on others • Sometimes engages in low level offending or anti-social behaviour • Children and young people presenting increasing problems where parents are finding it difficult to manage • Conflicts within the community • Family has recently moved from out of/into the area • Children and young people from migrant families at risk of isolation • Children and young people withdrawing from peers and/or parents • Children and young people disengaging with family, school and peers • Children and young people spending a lot of time alone
	Aspire and Achieve	• Attitudes are affecting their ability to achieve economic well being • Fixed term exclusion • Children and young people who missed important education appointments • Below educational levels/not meeting learning milestones • Children and young people may require a differentiated approach to education, additional to or different from their peers • Irregular attendance and children and young people starting to have significant unauthorised absence from school/nursery/early years setting • At risk of making ill-informed/inappropriate progression decisions • Not settled in employment, education or training post 16 • NEET – more than 6 weeks • Not completing education/college plan • Has isolated or unsupported carer • High number of children (more than 5) or more than two under 5 • Low income may affect wider family unit • Periods of unemployment may affect wider family unit • Inadequate poor housing/home conditions due to overcrowding, lack of heating or structure • Young Person living alone • Carers of Disabled Children who require support and services to access a Short Break

<table>
<tr><td colspan="3"><u>Level 3 – Higher Levels Of Unmet Need And Medium Risk</u>
CHILDRENS SOCIAL CARE STATUTORY CHILD ASSESSMENT
Children, young people and families are at medium risk and higher levels of unmet need. They are experiencing sustained and persistent problems that has not been possible to resolve at the previous levels</td></tr>
<tr><td rowspan="2">Response</td><td colspan="2">Child in need, section 17 Children Act 1989.
Disabled Children who have complex needs that cannot be met at level 2.
Children and young people unlikely to meet developmental milestones without concerted multi-agency support assessed by a social worker.
A variety of unmet needs and 'underlying' risk factors (for example DV, alcohol/drug misuse, mental health issues, CSE, CE).
There has been a lack of progress and/or engagement and concerns remain that without services in place children may be at risk of not reaching full potential.
CYP is vulnerable and unlikely to achieve good outcomes.
Requires multi-agency CIN plan.
Step up / Step down.</td></tr>
<tr><td colspan="2">Children's Social Care Statutory child assessment.</td></tr>
<tr><td>Information sharing</td><td colspan="2">Informed consent is required.
Implicit consent is accepted.
Where consent is refused parents/carers should be informed that services will be limited to single agency provision and where 'high' risk indicators emerge, multi -agency information sharing may be undertaken without consent.</td></tr>
<tr><td rowspan="2">Examples of 'underlying risk' indicators</td><td>Health and Wellbeing</td><td>• Carers with chronic ill health or terminal illness that is impacting on child or young person
• Obesity or malnourishment (failure to thrive)
• Refusal/avoidance to register with GP
• Persistent non-attendance at health appointments
• Very frequent significant illnesses and infections/minor health injuries/ problems
• Children and young people for whom there are emotional, physical/behavioural health concerns
• Basic needs not being met
• Self- harming behaviour/suicidal ideation
• Perplexing Presentation
• Children and young people using substances/drugs/alcohol
• Identity issues significantly impacting on emotional health and well being
• Parents/carers with mental health issues impacting on ability to parent
• No home routine / boundaries
• Hygiene and self -care needs impacting on emotional health
• Eating disorder significantly impacting on development and health
• Inability of parents to be warm and affectionate, attachment issues
• Children with complex health needs or Disabled Children requiring multiple specialist services
• Protracting and significant unresolved family breakdown impacting on child or young person</td></tr>
<tr><td>Safe From Harm</td><td>• Problematic substance misuse impacting on the CYP
• Risk taking behaviours
• Children and young people who are repeatedly missing from home
• Children and young people who are risk to self and others
• Domestic Abuse
• Partner of parent, persistently not visible to professionals and contribution to child uncertain</td></tr>
</table>

		• Privately fostered children • Inadequate supervision • Early indication of potential risk of CE • Early indication of potential risk of Radicalisation • Early indication of potential risk of Honour Based Violence • Early indication of potential risk of Trafficking • Early indication of potential risk of FGM • Children and young people who are homeless (16/17) • Children and young people whose parent is in prison • Children and young people participating in or vulnerable to 'sexting' or bullying through social media
	Contribute and Engage	• Young carers who are undertaking caring responsibilities • Poor attachments, parents distressed / distracted significantly • Poor sense of belonging within the family • Poor stimulation, boundaries or guidance • Children and young people with significant unauthorised absence from school/nursery • Children and young people who offend/reoffend • Lack of self -control/empathy/violent abusive to others
	Aspire and Achieve	• Challenging and disruptive behaviour impacting on daily life, achievements and relationships • Income and resources not used to meet CYPs basic needs • NEET • Poor behaviour in school leading to suspension/exclusion and/or alternative provision • Transience high levels of instability • Isolated and victimised with the community • No wider family support • Carers of disabled children who require regular overnight breaks to enable them to continue to care for their child at home

<table>
<tr><td colspan="3"><u>Level 4 – Significant Unmet Needs and High Risks</u>
CHILDRENS SOCIAL CARE STATUTORY CHILD ASSESSMENT
These children, young people have significant unmet needs and are being subject to 'high' risk factors and without a multi -agency co-ordinated response they will continue to suffer or be at risk of suffering significant harm</td></tr>
<tr><td>Response</td><td colspan="2">Child Protection and Safeguarding Response through Children's Social Care.</td></tr>
<tr><td></td><td colspan="2">• Section 47 Investigation 'reasonable cause to suspect the child is suffering or likely to suffer significant harm.
• May need a Multi -agency Child Protection Plan.
• May need to be a Child Looked After (Section 20 Voluntary Accommodation) due to; being lost or abandoned, having no person who has PR or person caring for the child is prevented from providing suitable accommodation.
• May need to be a Child Looked After (Section 31 Care Order) due to; Child is suffering or likely to suffer (if a court order is not made) significant harm or likelihood of, attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/carer to provide).</td></tr>
<tr><td>Information sharing</td><td colspan="2">• Best practice is to share information with Informed and Explicit consent.
• To overrule this a judgement is required that seeking consent places a child at further risk, prejudice the detection of a crime, or lead to an unjustified delay in making enquiries.
• Where consent has not been obtained this should be documented on the case record and clearly provide evidence of one or more reasons as above.
• Case notes should clearly record:
➢ How consent was sought and refused
➢ How the practitioner and manager's decision to proceed with enquiries on the basis of evidence and reasonable cause</td></tr>
<tr><td rowspan="2">Examples of 'underlying risk' indicators</td><td>Health and Wellbeing</td><td>• Life threatening and severe health conditions where appropriate treatment has not been sought
• Children and young people whose parents/carers fabricate or induce illness resulting in unnecessary medical treatment/intervention
• Suspected Non Accidental Injury
• Substance misuse issues with chronic impact on health and wellbeing for children and young people
• Severe depression, significant self-harm and/or high risks of suicide
• Meets criteria for secure accommodation
• Unaccompanied asylum seekers who require accommodation
• Full time accommodation for young person with complex Special Educational Needs and/or Disability/Complex Health Needs
• Parents are deceased and there are no family/friends options
• Acute deterioration/presentation in mental ill health including depression, self-harm and suicidal ideation
• Children and young people subject or detained under mental health assessment
• Bruising on non-mobile babies
• Other forms of abuse such as, neglect, emotional abuse, child sexual abuse etc.</td></tr>
<tr><td>Safe From Harm</td><td>• Challenging/disruptive behaviour putting self/ others in danger
• At significant risk of child sexual exploitation
• At significant risk of criminal exploitation
• Suffering or at risk of suffering physical, emotional or sexual abuse
• Children whose basic needs are persistently neglected
• Children and young people assessed as high risk either to themselves or others as a result of their offending behaviour
• Children and young people in prison setting
• Regularly involved in anti-social and criminal activities
• Poor abusive relationship with sibling/ parental relationships</td></tr>
</table>

		• Child is left to care for themselves although they are not able • Parents may have abandoned child • Person identified as posing a risk to children living in the home • Children who disappear or are missing from home regularly/for a long period • Children subject to Child Protection Plan • A child having been previously removed from parents • Family is experiencing domestic violence with significant adverse impact on the child • Serious substance misuse Child/Young Person/Family Member • Dangerous house or accommodation which places child in danger • Children who abuse other children • Parents/ carers have significant learning disability/mental health problem which adversely and significantly impacts on their parenting ability • Child whose welfare can only be safeguarded through provision of accommodation outside of the family home • 16/17 year old young people presenting as homeless and accommodated under s.20 • Children and young people at significant risk of Forced Marriage • Children and young people at significant risk of Radicalisation • Children and young people at significant risk of Honour Based Violence • Children and young people at significant risk of Trafficking • Children and young people at risk of FGM • Children and young people have been abandoned and there are no family/friends options • Children and young people consistently behaving in a way that places themselves or others at serious risk • Children and young people remanded to local authority care or remanded to secure children's unit by the court • Parents are in prison and there are no family/friend options
	Contribute and Engage	• Those in need of intensive support- individualised packages because of extreme isolation • Child subject to emotional abuse • Eligible & relevant care leavers
	Aspire and Achieve	• Denied access to stimulation • School exclusion with other risk factors • Subject to care proceedings in family courts • Young person is unable to cope resulting in significant risk of harm with everyday life (including employment) • Homeless and not eligible for temporary housing • Family not entitled to benefits with no means of other support • Extreme financial difficulties (debt) not allowing needs to be met • Chronically socially excluded/extreme isolation