



SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Author	Carol Robertson
Recommended by	St Helens Safeguarding Children's Partnership
Approved by	
Approval date	September 2020
Version number	2
Review date	JULY 2021

AMENDMENT RECORD

Version	Date of change	Date of release	Changed by	Reason for change
2	Sept 2020	Sept 2020	Carol Robertson	Minor amendments to front cover and to update to KCSIE 2020 guidance

Contents:

1.	Rationale and Purpose
2.	Roles and responsibilities
3.	Types and definitions of abuse
4.	Prevention and Early Help
5.	Child Protection Procedures
6.	Further Safeguarding Arrangements
7.	Links to other policies

1. Rationale and Purpose

Sherdley Primary School recognises its obligation under Section 175 of the Education Act 2002 and the Children's Act 1989 and 2005, to promote and safeguard the welfare of all its pupils and sees its Child Protection and Safeguarding Policy as fulfilling a key part of this duty.

The purpose of this policy is to ensure that there is clear guidance and robust procedures around safeguarding and child protection, for all governors, staff (including volunteers), parents, carers, visitors and most importantly, for our pupils and their siblings and/or wider family. Sherdley Primary believes that all children, regardless of ethnicity, nationality, religion, culture, gender, family circumstances and ability, have the right to be protected from abuse. Sherdley Primary also believes that all children also have the right to have a safe and nurturing childhood so they are placed in the best possible position to meet all of their health, social, emotional and educational outcomes.

This purpose and rational directly runs alongside our Vision, Mission Statement and Core Values/aims :

Vision: Growing together, respecting each other.

Mission statement: To inspire children to achieve their true potential in a happy and safe environment.

Core values/aims:

We aim to

- Raise aspirations
- Unlock potential
- Encourage resilience
- Provide a curriculum that is both stimulating, yet challenging

Ensuring children, families and staff are all active members of the Sherdley family.

Here at Sherdley Primary, we fundamentally believe that every child has the right to be happy, healthy and safe. Therefore we must ensure that our safeguarding practices are thoroughly effective and appropriately developed to meet the individual needs of our children.

Definition

Safeguarding and promoting the welfare of children is defined as, in accordance with Keeping Children Safe in Education 2020 “protecting children from maltreatment, preventing impairment of children’s mental or physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18” (p.5 Keeping Children Safe in Education 2020).

Introduction

Sherdley Primary fully recognises the responsibility it has to effectively safeguard children. We believe that we have a significant contribution to make in ensuring all children are kept safe and achieve the outcomes they deserve.

There are three main elements to our Child Protection and Safeguarding Policy:

- **Procedures** for identifying and reporting cases or suspected cases of abuse and key named members of staff with specific safeguarding responsibilities. Due to our day to day contact with children, we strongly believe school staff are well placed to identify and act upon signs and indications of abuse.
- **Support** for pupils who may have been subject to abuse and working with families and additional agencies in order to address any safeguarding issues and achieve positive outcomes, as well as providing systems across school to enable pupils to access support themselves, and share messages to provide support for anyone on the Sherdley Community; knowing who they can speak to and how.
- **Prevention** through teaching children how to keep themselves safe, building relationships with parents and partners, ensuring staff are fully supported and trained and supporting attendance using a range of school specific measures and systems, and building the self-esteem and resilience of pupils and authentic and valued relationships with children and families.

This policy applies to all staff and volunteers working in Sherdley Primary, community education staff, temporary, part-time and supply staff and governors. All adults who come into school, for whatever reason, have a statutory duty to safeguard all of our children. Learning Support Assistants, Welfare Assistants, Office staff, Cleaning staff as well as teachers can be the first point of disclosure for a child and therefore it is essential that all adults present in

school are able to deal with child protection concerns quickly, confidently and effectively. Concerned parents, carers or members of the community may also contact the Headteacher (Mr T McCoy), Deputy Headteacher & Safeguarding Lead (Mrs Robertson), Assistant Head & Inclusion/SEND Manager (Mrs Katie Bennett) who are all designated Safeguarding leads, or any of the pastoral team if they are concerned about the welfare of a child of family.

This policy is written in line with **Section 175 of the Education Act 2002** and the **Children’s Act 1989 and 2004**. The policy is also compliant with key statutory guidance including **‘Working Together to Safeguard Children’ (2018)** and **‘Keeping Children Safe in Education’ (2020)**. This policy also runs alongside the government guidance **‘What to do if you are worried a child is being abused – Advice for practitioners’ (2015)** and **‘Statutory framework for the early years and foundation stage’ (2017)**. Our Child Protection and Safeguarding Policy also reflects and is in line with the policies and practices of the St. Helens Safeguarding Children Partnership and Pan-Merseyside Safeguarding Procedures.

All staff at Sherdley Primary have a responsibility to read and adhere to the Child Protection and Safeguarding Policy along with other relevant supporting documents. These include ‘Keeping Children Safe in Education (2020)’ (full document for the DSL, Deputy DSL, Senior Leaders and Governors and Part 1 and Annexe A for all other staff); Working Together to Safeguard Children’ (2018); ‘What to do if you are worried a child is being abused – Advice for practitioners’ (2015); and the Sherdley Staff Code of Conduct Handbook.

All staff and governors must sign to state that they have read and understood any guidance they are required to read.

Safeguarding is a **shared responsibility** and therefore all adults have a part to play in keeping our children and young people safe. This includes members of school staff working with families and additional external agencies in order to achieve the best outcomes for our children. Sherdley Primary recognises that collaborative working and sharing information is essential in order to effectively safeguard our children.

Please note that if you are ever concerned about the welfare of a child or family you must call The Contact Centre on 01744 676600 or, if it is after 5pm, The Emergency Duty Team (EDT) on 03450500148.

Please contact the Police on 999 if you feel that a child or young person is in immediate danger.

2. Roles and Responsibilities

Designated Safeguarding Lead

The Children’s Act (2004) states that every organisation must have a “named person” for safeguarding. Keeping Children Safe in Education (2020), states that the Designated Safeguarding Lead (DSL) must be an ‘appropriate senior member of staff, from the school or college leadership team’ (p.19). Here at Sherdley Primary we have a named DSL and two named Deputy DSLs. Both the DSL and the Deputy DSLs are members of the Senior Leadership Team and have a variety of roles and responsibilities related to safeguarding which are listed below.

The Designated Safeguarding Lead is:

Mrs Carol Robertson – Deputy Headteacher & Safeguarding Lead

carol.robertson@sthelens.org.uk

Telephone – 01744 678683 [this is the general school number for ALL Designated Safeguarding leads]

The Deputy Designated Safeguarding Lead(s) are:

Mr Tony McCoy – Headteacher

Tony.McCoy@sthelens.org.uk

Mrs Katie Bennett – assistant Headteacher and SEND/Inclusion Manager

Katie.Bennett@sthelens.org.uk

Roles and responsibilities of the Designated Safeguarding Lead:

- The DSL has lead responsibility for dealing with any safeguarding and child protection concerns at school. It is important that someone is available at all times to deal with any concerns or offer support or guidance to staff. This means that Sherdley Primary has implemented safeguarding systems that are robust and allow an alternative appropriate member of staff (such as the Deputy Designated Safeguarding Leads) to deal with a child protection concern quickly and effectively in the DSL's absence.
- The DSL acts as a source of support, guidance and expertise when deciding how to deal with a child protection concern. This can include making a referral to an external agency, including Children's Social Care.
- The DSL receives additional training, including Designated Safeguarding Leads for schools provided by St Helens Council, which qualifies them as the Designated Safeguarding Lead. This needs to be updated a minimum of every two years however Sherdley primary recognises that it is good practice to update this annually. The DSL also receives additional training on a wide variety of safeguarding topics to ensure they are confidently able to deal with a vast array of issues at a professional level. An updated Spreadsheet of training is stored in the Safeguarding File within school.
- The DSL will deliver statutory Level 2 Safeguarding Training to all staff and long term volunteers or students on an annual basis. Registers will be sent to the local authority and the Single Central Record will be updated accordingly. For short term volunteers and members of staff, such as supply teachers, a Safeguarding Induction will be completed which will adequately equip them on how to effectively deal with safeguarding concerns.
- The DSL, along with all staff, will be able to recognise signs and symptoms of abuse. However it will be the DSL's responsibility to make an appropriate judgement on what action to take. This will be based on the concern raised and the DSL will always make decisions in collaboration with the other DDSLs or other professionals as appropriate (if referral initially made or raised from another agency for example)
- The DSL will make the decision of when to offer families support and at what level and will use the St Helens Descriptions of Need Document 2019-2022 to assist in this decision. This may include a decision to open an EHAT, refer the family to Level 3 social care support, or to remain at 'Sherdley Plus' level of support with increased and 'more than Level 1' monitoring utilising the Sherdley pastoral staff.
- The DSL will attend regular training and network events and keep up to date with statutory guidance and changes in legislation.
- The DSL is responsible for writing and reviewing the school's Safeguarding Children and Child Protection Policy and ensuring it contains relevant and up to date information. All staff and parents/carers of children who attend Sherdley Primary have a responsibility to read and adhere to the school's Safeguarding Children and Child Protection Policy.
- The DSL is responsible for overseeing and maintaining records of child protection and safeguarding concerns. ALL children have an individual safeguarding file via the school CPOMS system, which can provide a chronology for professionals, and which can be shared with other schools using the system at points of transition. This includes any concerns that have been raised, meeting minutes or multi-agency referrals which are attached as scanned documents. Sherdley Primary adheres to new GDPR data protection rules and regulations; this means that individual safeguarding files will be stored and retained securely, for 18 years. However, please note, we will share information with other professionals if this is deemed to be necessary and in the best interest of the child's safety. This includes requests for information from other services such as the police or Children's Social Care. All individual safeguarding

files should create an accurate and factual picture of a child and should be a tool in preventing any safeguarding concerns from escalating.

- The DSL reviews the CPOMS records of concerns at least every half term with the other DDSs in order to address any outstanding actions and to provide an opportunity for collaborative work, supervision of case load and progress and to moderate decisions made.
- The DSL will either complete or contribute to the S147 Audit which is reviewed and quality assured by the St. Helens Safeguarding Children's Partnership. This is a self-assessment tool which is used to ensure that school's safeguarding procedures are robust and effective.
- The DSL is aware of the St. Helens Safeguarding Children Partnership (SHSCP) and how it operates. The DSL will also attend regular training provided by SHSCP.
- The DSL will attend multi-agency meetings and provide concise and accurate written reports stating the school's perspective and professional opinion on the situation. The DSL will work with class teachers and other relevant members of staff in order to comprise an accurate and factual report. The DSL will also seek to obtain the wishes and feelings of the child or young person so their views are incorporated and shape the report. The DSL will attend Child Protection Conferences and will be responsible for contributing to the decision as to whether a child should be subject to a child protection plan, based on discussion and agreement with the Head teacher when possible.
- The DSL will provide written reports and contributions to external agency assessments. This can include Child and Family Assessments (social care), CAMHS assessments and Family Action Meetings (this is not an exhaustive list). Again, if sharing information is deemed to be necessary in order to ensure the safety or protection of a child. Then the DSL will provide a report to the relevant agency. Parents or carers consent will be sought in most cases however there may be occasions where this is not appropriate or may compromise the safety of the child.
- The DSL will create and maintain the school's Vulnerability Risk Register. This is a fluid, working document which is a register of all the school's vulnerable children. This document allows the DSL and senior staff to be aware of and vigilant to individual vulnerabilities so that we can be proactive and offer families the best support possible.
- The DSL monitors attendance and checks on the welfare of children who are not in school. The Safeguarding Children and Child Protection Policy is directly linked to and supports the school's attendance policy.

Roles and responsibilities of the Deputy Safeguarding Lead:

- The Deputy DSL is responsible for dealing with any child protection concerns in the absence of the DSL.
- The Deputy DSL is a strategic part in the development and implementation of the school's safeguarding policies and procedures.
- The Deputy DSL also receives additional training, including the Level 3 training which qualifies them as the Designated Safeguarding Lead.

Representation at meetings during school holidays

Due to the term-time working pattern of school staff, and the statutory time scales for multi-agency meetings such as Child Protection Conferences, it can often be the case that schools may be unable to attend certain meetings during school holidays. However Sherdley Primary recognises that continuity is vital and that school input into said meetings is essential. Therefore, **if school are aware that they are unable to attend a meeting during the holidays**, a referral will be completed to the Safeguarding Children in Education (SCIE) Officer, who is based within the Safeguarding Unit within the Local Authority. A report will still be completed and submitted by school – based on the information held by school at the point of the end of the most recent

school term - and a handover meeting will be held between the SCIE officer and the school representative prior to the meeting (using a suitable online method, which may include secure email, phone conversation and/or a video conference), to ensure all information is shared and communicated effectively. The SCIE Officer will then feedback any outcomes of the meeting back to school which will be recorded on the CPOMS system as per the usual system. However, it may also be the case that communication in this manner is not possible due to timescales and notification not being received in due time, in which case Sherdley Primary will request feedback on a missed meeting and full minutes, any actions of which will be shared as appropriate as soon as possible thereafter.

Supervision of Designated Safeguarding Leads and Frontline Staff

Here at Sherdley Primary we recognise that dealing with safeguarding and child protection concerns can be emotionally distressing for the member of staff involved. We also recognise that working in isolation can be detrimental and presents a high risk when making decisions relating to child protection. Therefore, reflective practice is also essential, not only for the DSL but also for whole school safeguarding procedures. Therefore, we aim to support staff who are frequently dealing with child protection concerns by offering regular, formal and recorded supervision. We believe this to be fundamental in creating a culture where safeguarding practice is robust and staff well-being is valued. This is done via a regular, at least termly meeting of the DSL and DDSLs to review all cases, case load and progression and includes challenge and opportunity for reflection. The DSL also meets at least half termly with the Pastoral Team to review their case load, discuss case progression and remind them of the staff who can support them. In practice these meetings occur much more frequently and are recorded as part of the school CPOMS system.

The Safeguarding Team

Here at Sherdley Primary, we believe that collaborative working and good communication are the most effective ways to safeguard children and families. We have therefore decided to establish a Safeguarding Team which will meet on a termly basis and allow Child Protection to be effectively embedded throughout school by bringing together a selection of staff from different specialised areas. The purpose of the Safeguarding Team will be to allow key members of staff to be representatives and ensure that their sub-team are aware of current cases and vulnerable children. This will ensure that safeguarding information is shared to staff appropriately and sensitive information is restricted to within individual classes and/or key stages.

The Safeguarding Team will also ensure that the DSL is not working in isolation and will provide support and additional perspectives on a situation or case. It is a child centred approach that puts the needs of our pupils first. This Safeguarding Team meeting will sit alongside the DSL and DDSL review and supervision/case load meetings.

The Safeguarding Team is made up of the following representatives:

- Headteacher
- DSL
- Deputy DSLs – Headteacher & SENDCo in the case of Sherdley Primary
- SENCo
- EYFS Representative, KS1 Representative, KS2 Representative
- Pastoral Team Representative
- Mid-day Representative

Role of the Governing Body and the Governor for Safeguarding

The governing body are accountable for ensuring the safety of the school and its pupils. They work alongside all members of staff, including the DSL, to ensure that the best practice is being adhered to at all times. Governors also have the following roles and responsibilities:

- To approve and help review all school policies including the Safeguarding Children and Child Protection Policy. Governors also have a responsibility to check that all policies contain the correct information and are up to date.
- To ensure the school operates safer recruitment procedures including attending Safer Recruitment Training, references, DBS checks and quality assuring the Single Central Record (this is not an exhaustive list).
- To attend appropriate training including Level 2 Safeguarding Training, which should be refreshed or updated annually.
- To look at and review data and information relating to safeguarding and child protection and to challenge pre-existing systems in order to improve practice. **The governing body should immediately express concerns if it feels that the school is not fulfilling its duty to keep its pupils safe.**
- To support staff during difficult or serious incidents that may have occurred.
- To deal with allegations against members of staff where appropriate and to deal with any allegations made against the Headteacher. Please note any allegations or concerns regarding the Headteacher should be referred immediately, via the school office, to the Chair of Governors, Mr Kevin Harker.

The Governor responsible for Safeguarding works directly with the DSL and Deputy DSL to ensure that children are kept safe from harm. It is an opportunity for the named governor to challenge appropriately and improve practice but also as a means for the Safeguarding Team to report back on the positive work that they are doing. We believe that at Sherdley Primary, that this joint working makes our systems more robust and effective whilst placing clear levels of accountability on staff, volunteers and governors.

The named Governor for Safeguarding is: Ms Leanne Howard

If you wish to contact the named governor responsible for safeguarding, please email the school office sherdley@sthelens.org.uk or telephone on 01744 678683 and staff will inform the governor of your message.

3. Types and Definitions of Abuse

Child abuse can take many different forms. Staff at Sherdley Primary receive comprehensive statutory Level 2 training annually to understand the different forms of abuse and their signs and symptoms.

Definitions, examples and procedures for the different forms of abuse can be found in **Appendix 2**.

The four main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

As documented in 'Keeping Children Safe in Education (2019)', Sherdley Primary also recognises additional specific safeguarding issues which may put a child's safety or wellbeing at risk. These include:

• Bullying, including cyber-bullying	• Child Criminal Exploitation (CCE) including County Lines
• Children Missing in Education	• Domestic Abuse (including violence, controlling and coercive behaviour)
• Children missing from home or care	• Faith abuse and so-called honour-based abuse
• Child Sexual Exploitation (CSE)	• Female Genital Mutilation (FGM)
• Contextual Safeguarding	• Fabricated or induced illness
• Drugs and alcohol misuse	• Gangs and youth violence
• Forced marriage	• Gender based violence / violence against women and girls (VAWG)
• Hate	• Mental health
• Modern slavery	• Peer on peer/child on child abuse
• Private fostering	• Radicalisation and extremism
• Sexting	• Trafficking
• Upskirting	

4. Prevention and Early Help

Prevention

Sherdley Primary believes that a proactive and preventative approach to safeguarding is the most effective. We are committed to addressing any safeguarding or welfare issues as soon as possible in order to prevent child abuse and ensure children achieve their outcomes.

In order for Early Help to be successful, Sherdley primary recognises that good levels of self-esteem, supportive friends and positive relationships with trusted adults, support prevention and early intervention when it comes to safeguarding children. We also believe that we should take a child centred approach in everything we do, and that by listening to the voice of the child, we make decisions in the best interest.

The school will therefore:

1. Establish and maintain an ethos where children feel secure, encouraged to talk and are listened to; we will provide opportunities for children to express their wishes and feelings regardless of age, circumstances or ability;
2. Ensure children know that there are adults in school whom they can approach if they are worried or in difficulty;
3. Embed skills throughout school that help children to keep themselves safe. This includes throughout the curriculum, whole school initiatives and bespoke interventions. This can also include external agencies such as, but not limited to, the NSPCC, Police or Barnardos to come into school and deliver lessons on specific issues.
4. Include in the curriculum, materials which will help children develop a realistic perspective and appropriate attitude to the responsibilities of adult life and the treatment of children.

Early Help Offer

The Early Help Offer is supported and underpinned by the St. Helens Descriptions of Need Document.

Sherdley Primary works to support through a Families First approach, and seeks to ensure that the safety of children in the setting is underpinned by the safety of ALL family members involved with the child in the care of Sherdley primary.

Sherdley staff (Pastoral staff, DSL, DDSLs) will utilise the St Helens Descriptions of Need Document to highlight the level of concern and will act upon the outcome.

This could be as a result of:

- * ***CPOMS recorded incidents which alone do not meet the criteria for Level 2.***
- * ***Staff concerns based on recent and unusual changes to behaviour and/or presentation.***
- * ***Concern raised from other or previous setting but which has not reached the level of referral for support, or which is in the stages of being assessed.***

Sherdley Primary will involve parents and carers, where it is appropriate to do so, and will use their information to inform the Descriptions of Need document assessment.

The outcome of this information gathering may result in the opening of an EHAT with the information from the Descriptions of Need document forming the basic assessment. This initial assessment may also immediately require a referral for Level 2 + support via the Level 2 Panel. It may result in a higher level referral for support at Level 3.

All of the above outcomes are addressed and explained with parents/carers as part of this information gathering, Early Help Offer from Sherdley Primary.

If the Descriptions of Need Document shows no cause for further action, the family will remain open to ‘Sherdley Plus’ level of care – which is above the Level 1 basic provision and support, but not currently significant enough to move to Level 2.

All of these ‘Sherdley Plus’ families are discussed at the Safeguarding Team meetings going forwards (currently as part of the DSL/DDSL and Pastoral Team meetings) and if progress is not made on actions requested further assessment may take place resulting in an escalation of the level of need and concern.

.....

Safeguarding within the curriculum

At Sherdley Primary , safeguarding children is of paramount importance and incorporating this within the curriculum is essential. An enhanced PSHE and SMSC curriculum is taught across school using the Jigsaw primary curriculum of planned themes and activities, as well a dedicated and targeted lessons focusing on specific subject areas or topics, some of which are detailed below:

Focus area	Curriculum initiatives and interventions
Sexual Abuse	Children are taught about the parts of boy/girl/male/female bodies which constitute ‘private’ and sexual body parts and which should be considered as personal as part of the Changing Me units in Year 2, 3, 4 and 5 They are also given strategies around avoiding and dealing with pressured situations linked to male/female relationships in Year 6 and Year 4 unit on Relationships.
CSE	Targeted lessons around Child Sexual Exploitation (CSE) and the dangers around sexting/sharing online and associated risks, are taught as part of the Relationships unit in Year 6, 5, 4. The concept of grooming is introduced at an age appropriate level. These lessons are not intended to cause fear or worry for pupils and their families, but rather to proactively teach our children how to keep themselves safe in the modern world and link into general learning about online safety.
E-Safety	Lessons on e-safety and cyber bullying are taught across the school, and messages are instilled as part of each session; we understand that our children are growing up in a world where they

	have access to a wide range of technological devices. We also understand how various social media platforms may present a risk to our children and young people. Therefore, we believe we have a duty to ensure our children know how to keep themselves safe and report any concerns. This is taught as part of the Healthy Me Unit in EYFS (Stranger Danger), Year 3 where they focus on identifying and strategies to deal with unsafe situations, and in Year 6 where there is a link to exploitation specifically and pressure from same/opposite sex.
--	---

We also utilise outside agencies coming into school to support our children with a wide range of issues. This may include, but is not exclusive to school health, the Police, NSPCC and ChildLine as well as more targeted services such as dedicated days focusing on fire safety or prevent.

Any disclosures or safeguarding concerns raised during or outside a safeguarding focused lesson will be dealt with effectively and immediately in accordance with the school's safeguarding procedures.

The schools Safeguarding Children and Child Protection Policy is directly linked to the school Sex and Relationships Policy.

If you have any questions or concerns around these discussion topics, please contact Mrs Robertson, Mr McCoy, Mrs Bennett or Miss MacDonald relating specifically to the PSHCE curriculum content, and we will be happy to answer any questions and offer any support required.

5. Child Protection Procedures

Sherdley Primary Child Protection Procedures coincide with the procedures set out by the St. Helens Safeguarding Children Partnership. These are available at www.sthelenssafeguarding.org.uk. Sherdley Primary also has clear and exact internal procedures for dealing with safeguarding issues; these should be adopted and followed by all staff members, visitors and volunteers.

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

Keeping Children Safe in Education, 2020, p.5

APPENDIX 1 OUTLINES THE SHERDLEY PROCEDURE FOR RECORDING CONCERNS AT ANY LEVEL AND DETAILS THE ACTIONS WHICH WILL RESULT

Written or online records provide a chronology and can help prevent further issues from escalating. In more serious circumstances, they may be used as evidence in legal or Child Protection cases.

If a case is referred in and school disagree with the outcome, or if school are unhappy with the conduct of a professional agency, then the St Helens Escalation Policy will be followed. Sherdley Primary recognise that they have a duty to challenge other professionals where they feel that a child's needs are not being met.

Recognising Abuse

All staff are given comprehensive safeguarding training annually; this covers in detail how to potentially recognise the different forms of abuse and neglect listed in **APPENDIX 2**. This includes but is not exclusive to:

- Identifying significant changes in a child's behaviour
- Deterioration in a child's general wellbeing

- Unexplained bruising, marks or possible signs of neglect
- Children’s comments or disclosures that give cause for concern
- Any reason to suspect abuse or neglect outside the setting
- Inappropriate behaviour displayed by other members of staff

Statutory Framework for the Early Years Foundation Stage 2017 p.17

Referrals

Referrals for further support are made in line with APPENDIX 1 and based on the appropriate level of concern for the well-being of a child within a family.

All referrals are made using the St Helens Safeguarding and Children’s Partnership recommended proformas.

ANY member of Sherdley Primary staff may make a referral; however it is best practice to involve the DSL or DDSLs in the process in order to ensure effective communication and use of the various tools to support the referral process.

Sherdley primary uses the St Helens Descriptions of Need Document to help identify the appropriate level of concern; in discussion with appropriate adults involved with the family; and where appropriate with the family itself.

Consent is required and requested to make any Level 2 referrals for support.

Informed request is required for a Level 3 or above referral – this means that parents and carers, where appropriate, will be informed that the referral is being made. Lack of consent for the referral at this level would NOT prevent Sherdley Primary from making the referral.

In the case of an immediate Level 4 concern, or where concern for the safety of a child in the home is significant informed consent is not required before making a referral. However it is still good practice to inform parents unless it puts the welfare or safety of the child at risk.

Sherdley Primary may receive information from other agencies regarding the well-being and welfare of children and families. We will support other agencies in making referrals and share relevant information when this is in the best interests of the children concerns.

Managing allegations against staff members

Any member of staff who wishes to draw attention to something which they feel is seriously wrong within Sherdley will be supported following the Sherdley Whistleblowing and Confidential Reporting Policy.

Staff will find the most up to date version on the Safeguarding Policy display board, located in the staffroom corridor, and Section 7 explains the process involved in How to Raise a Concern – which can be in person, or in written form.

In accordance with Keeping Children Safe in Education 2020, staff should not solely wait for a disclosure when considering concerns against staff members. We know that children and young people may feel intimidated to disclose about people they consider to be in positions of power and authority. It is therefore imperative that staff are vigilant against patterns of behaviours, observations and other issues or concerns, so they can take proactive action. This could include being aware of children breaking minor rules to see what response is carried out, or ‘pushing boundaries’ to check whether awareness is increased, or reduced as a result.

Any allegation should be reported to the Headteacher or Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead in their absence.

The St Helens Children's Partnership – Procedure for managing Allegations against Staff recommendations will be followed for dealing with the allegation.

Any allegation made against a staff member will always be taken seriously and dealt with immediately. At Sherdley Primary it is important to ensure that any allegation is thoroughly investigated in order to effectively ensure the safety of the child but also the staff member involved.

It may be necessary to contact the Local Authority Designated Officer (LADO) for further advice. However, if it is evident that the allegation is true, or if we are advised by the LADO, then a LADO referral will be completed.

LADO contact details for St Helens : contact the LADO secretary who will pass the referral onto the professional who is working on the rota system that day.

False or malicious allegations will be taken extremely seriously and will not be tolerated under any circumstance. If the allegation turns out to be malicious, it will down to the Headteacher's as to whether a sanction should be issues. The LADO will also be contacted so the child's details can be recorded within the Local Authority in order to protect staff.

Allegations made against the Headteacher should be referred to the Chair of Governors or directly to the LADO.

If an allegation is made against a member of staff, it does not mean that the staff member will automatically be suspended. The Headteacher or Chair of Governors where appropriate, will make decisions based on individual cases in conjunction with the LADO and HR.

In accordance with Keeping Children Safe in Education 2020, for any concerns or allegations against supply members of staff, the school will hold lead responsibility for managing this and not the supply agency.

Supporting the pupil at risk

We recognise that children who are subject to abuse, in whatever form, may experience a significant effect on their physical and social and emotional wellbeing as well as their academic attainment. Sherdley Primary recognises that school is a stable, predictable and secure environment in the lives of our pupils. Therefore we strive to create a safe and consistent place where children feel secured and valued.

In accordance with Working Together to Safeguarding Children 2018, Sherdley Primary recognises that some children may be considered more vulnerable than others. These include:

- A child that has special educational needs and/or a disability (SEND)*
- A young carer
- A child who is showing signs of engaging in anti-social or criminal behaviour
- A child who is in a family circumstance that is presenting challenges for them such as substance abuse, adult mental health, domestic violence and/or
- Is showing early signs of abuse and/or neglect.

* Children with additional learning difficulties or disabilities can face additional barriers in regard to recognition of abuse. These barriers can include:

Barrier	Resolution / Additional Support
<p>Communication Difficulties It can be significantly more challenging and unlikely for a child to disclose abuse if they have difficulties with communication.</p>	<p>Speech and language interventions Utilising key members of staff who have good understanding and relationships of that pupil Alternative communication means such as sign language, Makaton, PECs etc.</p>
<p>Behavioural Difficulties Screaming, shouting, emotional distress, marks being ignored, overlooked or failure to investigate if this is considered to be 'regular behaviour for the child'.</p>	<p>Ensure that incidents are questioned and challenged. Understanding behaviours displayed such as triggers, relation to mood. Individual Behaviour Plans Gaining the views, wishes and feelings of the child. Always questioning any marks, bruises etc.</p>
<p>Physical Disabilities Physical disabilities can present a significant barrier for some children as it can limit their independence and personal ability to keep safe.</p>	<p>Always questioning any marks, bruises etc. – never assuming why an injury may be present. Using times such as during personal care to be vigilant against marks and bruises. Ensuring open dialogue and trusting relationships at all times.</p>
<p>Marks and Physical Injuries Assumptions that marks relate to the child's physical disability or individual need without further exploration.</p>	<p>Always questioning any marks, bruises etc. – never assuming why an injury may be present. Seeking advice from external agencies including Children's Social Care.</p>
<p>Bullying and prejudice behaviours Children with learning difficulties and/or physical disabilities may be more at risk of bullying and prejudice behaviour. Children with SEND may be more prone to peer group isolation.</p>	<p>Ensuring that equality, diversity and difference is taught to all children throughout school. Challenging and dealing with anti-bullying incidents immediately. Supporting children with forming healthy friendships with their peers.</p>
<p>Cognitive difficulties Some children may have difficulty understanding or recognising abuse.</p>	<p>Ensure PSHE and SMSC lessons are differentiated accordingly. Clear and direct conversations to be had regularly with those who are most vulnerable. Utilise skills of Pastoral Team to offer additional support surrounding 'difficult' concepts.</p>

Protecting pupils with additional needs is underpinned by the school's SEND policy.

The school will endeavour to support the pupil through:

- Our prevention procedures
- Regularly reviewing and updating the Vulnerability Risk Register
- The school's positive behaviour policy is aimed at supporting all pupils in our school, especially those who are identified as being vulnerable. All staff will adopt a consistent approach which focuses on the behaviour displayed by the child and not by condemning the child themselves, thus preventing damage of the children own sense of self-worth. Sherdley Primary recognises that all behaviour is a form of communication and we aim to address any underlying issues through pastoral intervention. **The Child Protection and Safeguarding policy is linked to the Positive Behaviour Policy.**
- Sherdley Primary is committed to working with the appropriate agencies that best support our children and their families; we will complete any referrals deemed necessary that would provide a child with the right specialist support.
- Sherdley Primary will continue to refer children who are already open to Social Care and will exercise the Local Authority's Escalation Policy when deemed necessary.

- When any vulnerable pupil leaves our school, we will forward on any record using CPOMS (which ensures appropriate GDPR measures are adhered to) OR all information will be printed out and transferred to the new school, in person unless out of borough, with the documents signed for by the receiving school. Social Care would be informed where necessary (such as if a child were to move to a different Local Authority).
- We will always listen to each and every one of our pupils and utilise our trusting and authentic relationships to ensure that a child's voice is heard.

6. Further Safeguarding Arrangements

Voice of the Child

Supporting our pupils in ensuring their voice is heard is a significant part of effective safeguarding procedures.

Sherdley primary uses a number of methods to gather Pupil Views in line with requests from social care and health (My Views, SDQs, LAC children views as part of EPEP).

All records are scanned and stored alongside the pupils' other safeguarding records on CPOMS, and are shared with appropriate agencies when requested and essential for fluid partnership work.

It may also be appropriate for dedicated work to be completed with a child throughout a case or situation to ensure that their input is at the centre of that particular plan or intervention. Sherdley Primary's approach to Child Protection and Safeguarding will always be child centred.

Safeguarding and Attendance

The Child Protection and Safeguarding Policy is directly linked to the school's Attendance Policy.

At Sherdley Primary we acknowledge that good attendance is essential not only for academic attainment, but also to ensure the safety of the child. As a result of this, we have set procedures in place to ensure the safety of pupils through their attendance.

- The absence of any child, who we do not receive an appropriate reason for, is followed up with a phone call to the home and if no response is made a phone call/email to their designated social worker if appropriate. Calls may also be made to a sibling's high school.
- If we still have no reason for absence we would consider making a home visit to ascertain the safety and well-being of the child.
- For LAC children their absence data is collected daily, and again, any lack of attendance without reason would be shared with the Virtual School Head
- When a Child is Missing Education (CME), Sherdley Primary will follow **Education Welfare's Child Missing Education Policy and Procedures.**

<https://www.sthelens.gov.uk/media/5861/st-helens-la-procedure-for-locating-missing-children-december-2016.pdf>

- There are named CME Officers within the Education Welfare Service. The named CME officers for St. Helens are: **Ann Robinson and Julie Stirrup – 01744 676636**
- There is also a dedicated CME email address for any enquiries relating to Children Missing Education. The email address is: cme@sthelens.gov.uk
- If it becomes known that a child has gone missing from school during the school day we will firstly utilise our electronic Signing In and Out system to ascertain whether they have been collected and the reasoning/name of the adult who has collected. We will then try to make contact with emergency

contacts, as per our list on SIMS, which may include making contact with a social worker (if one is allocated) or the Virtual School Head (if child is LAC). If the child has not been located we will notify the police.

- Children must be collected at the end of the school day by an appropriate adult, unless we have received direct, parental signed notification for children in years 5 and 6 that they may walk home themselves. We may request the use of a 'password' to be used when other adults are collecting children.
- Any adult with Parental Responsibility has the right to collect their child from school, unless there is a Contact, Residency or Child Arrangement Order in place, or if there are child protection concerns surrounding a parent or carer. For families with orders in place, we ask parents and carers to inform us of any such instance and provide paper evidence where necessary. **Please note we will not keep original copies of orders but may take photocopies which will be stored securely within the child's individual safeguarding file on CPOMS.**

Children not currently on Roll

We regularly receive and request information on children due to start Sherdley Primary prior to their admission date, and prior to them having been added to the school register. This is part of good practice in relation to transition into school and ensuring support for families and children is stable.

This information may be made available to us by another agency or may result from our own information gathering process prior to entry.

If we are made aware of any existing EHAT episodes, or discover these as a result of our own information gathering a request will be made for access and in some cases for the Lead Role to be transferred to school.

A Confidential SharePoint exists as part of the current school file saving and sharing system. Access to the Confidential SharePoint is restricted to DSL and DDSs.

Upon entry into school and being placed on the official school register and roll, any information stored and saved will be transferred to the relevant place for secure storage and effective dissemination – such as CPOMS, EHAT etc

Use of Mobile Phones and Cameras in Schools

Staff, or visitors to school, must NOT access or use mobile phones whilst working with or around children.

Mobile phones can only be used in the staffroom, or any of the office areas around school, where the door should be closed and no pupils should be present.

Only in the case of emergency may mobile phones be left with office staff, and if permission is given they can answer it on behalf of the member of staff, in order to pass on urgent messages.

The exception for staff is during a school visit when a mobile phone should be taken – the contact number for which should be part of the risk assessment and left at school – however, the device should NOT be used throughout the visit except for emergencies.

If staff have need to take an image using their own mobile device – there are a few circumstances where this could be the case – the image should be transferred as soon as possible to a school based storage device and removed from the original phone, in the presence of another member of staff to verify it's removal.

Specifically for pupils:

Pupils should NOT bring mobile phones to school, this includes for after school events, such as cinema nights or discos. If mobile phones are brought onto school premises pupils should understand that they will be removed and kept as safe as possible until they can be reclaimed by the owner.

Pupils are reminded that the taking and sharing of images on school devices is NOT permitted and will be regularly monitored by staff.

Parents and carers must provide information regarding consent for pupils to use school IT equipment.

Parents and carers must update school on their preference of whether consent is given for their child's image to be used as part of promotional and online materials linked to Sherdley Primary – this includes the school website.

Specifically for parents and carers:

Mobile phones should only be used during school assemblies and production performances once SPECIFIC GUIDANCE has been shared from the member of school staff in charge of the event. In most cases we will stipulate that images MUST focus on your own child/ren and must NOT be shared via any form of social media.

Any parents and carers not adhering to these principles may be asked to leave the premises or will have the post referred to social media administration.

7. Links to other policies

Sherdley Primary Safeguarding Children and Child Protection Policy links to the following school, Local Authority and Pan-Merseyside policies and procedures:

Positive Behaviour Policy	Code of Conduct
Whistle Blowing and Confidential Reporting Policy	Procedure for managing allegations against people who work with children and young people
Health and Safety Policy/ Health Care Plans	Administering Medicines
Risk Assessment Policy	Drugs Education Policy
E-Safety Policy	Attendance Policy
LAC and Previously LAC Policy	Mental Health Policy
Sherdley Staff Handbook	Anti-Bullying Policy
Recruitment and Selection Policy	Guidance for Safe Working Practice for Adults who work with Children and Young People

APPENDIX 1

SHERDLEY PROCEDURE FOR REPORTING SAFEGUARDING CONCERNS AT ANY LEVEL

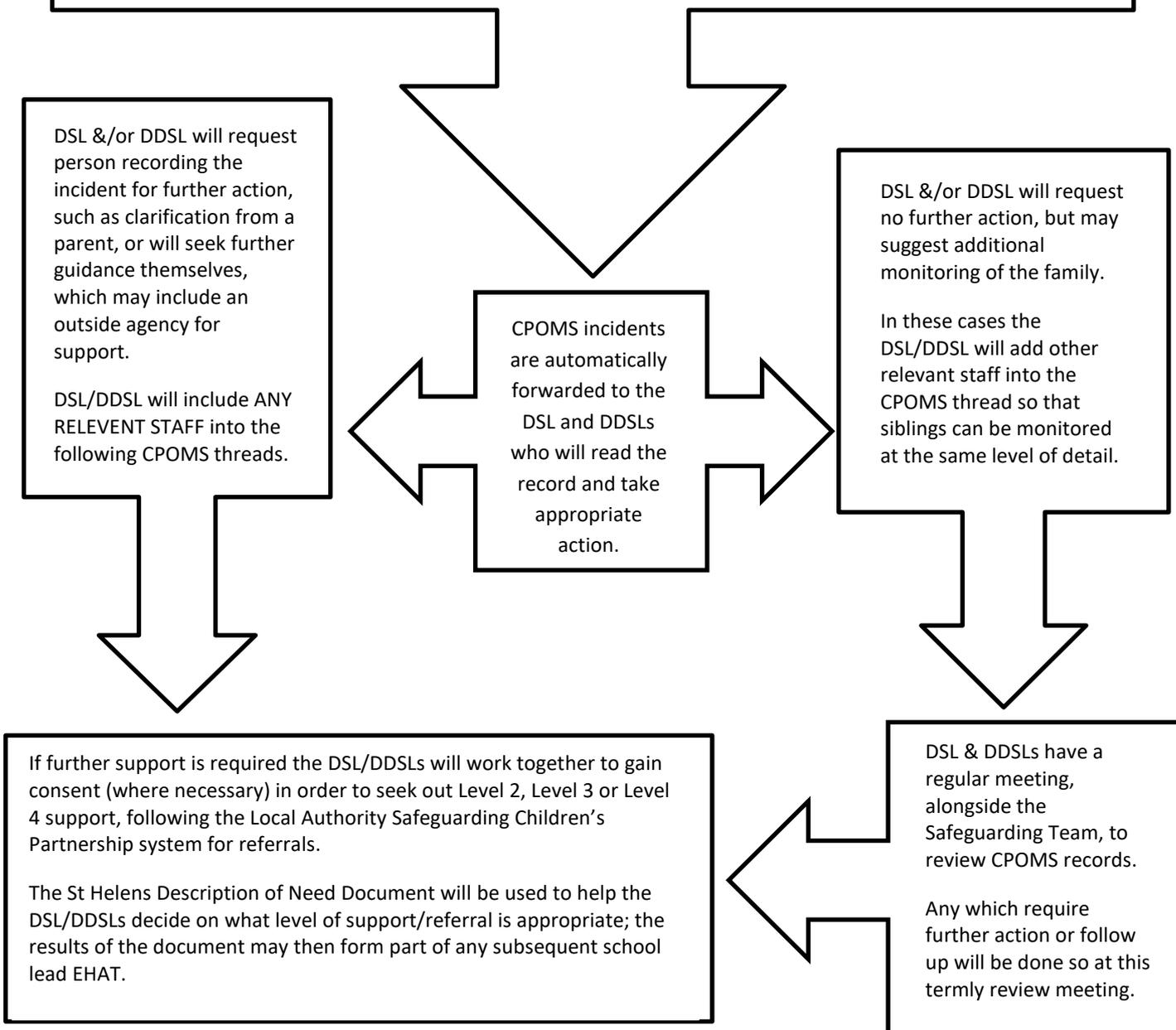
ANY member of staff should **record ANY concern**; no matter how small or 'insignificant' they feel it may be – every part of the jigsaw puzzle is important – and regardless of the origins of the concern – could be from your own observation, something you hear, something another person mentions etc

using the school CPOMS system.

Record using the **Body Map tool** any marks or bruising visible, or where a child indicates a site of physical chastisement – please make clear in the record whether a mark IS or IS NOT visible. Please maintain your own safety and if possible examine marks in the presence of a second member of staff.

Please consider your wording and ensure you **make no value judgements**. Remain factual, but use description that accurately reflects any part of the incident you are recording – for example if the child/parent was shaking, crying, looking down, scrunching up their jumper etc

IF YOU HAVE AN IMMEDIATE CONCERN FOR THE SAFETY AND WELFARE OF A CHILD PLEASE RECORD THE INCIDENT ON CPOMS AND SEEK OUT THE DSL OR ONE OF THE DDSLS AND INFORM THEM THAT YOU HAVE MADE AN URGENT CPOMS RECORD.



Appendix 2 – Categories and Definitions of Abuse

Physical Abuse

Physical abuse is deliberately hurting a child and causing injuries such as bruises, broken bones, burns or cuts. Types of physical abuse include:

- Hitting with hands or objects
- Smacking
- Slapping or punching
- Kicking
- Shaking
- Throwing
- Poisoning
- Burning or scalding
- Biting and scratching
- Drowning
- Suffocating
- Fabricating or inducing symptoms*
- Any other way of causing physical harm.

*Fabricated or induced illness (FII) is a rare yet serious form of child abuse. It occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in the child. FII is also known as “Munchausen’s syndrome by proxy” (not to be confused with Munchausen’s syndrome, where a person pretends to be ill or causes illness or injury to themselves).

It is important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person.

Signs of physical abuse

It is normal for children to get bumps and bruises through every day activities such as playing. This does not mean that they are subject to physical abuse. However if a child regularly has injuries, if there seems to be a pattern to the injuries, the child discloses abuse or the explanation doesn’t match the injuries, then this is a strong indication that abuse may have taken place.

Physical abuse symptoms include:

- Bruises
- Broken or fractured bones
- Burns or scalds
- Bite marks
- Marks that look like a distinct object and/or shape

It can also include other injuries and health problems such as:

- Scarring
- The effects of poisoning, such as vomiting, drowsiness or seizures
- Breathing problems from drowning, suffocation or poisoning

Head injuries in babies and toddlers can be signs of abuse so it’s important to be aware of these. Visible signs include:

- Swelling
- Bruising
- Fractures

- Being extremely sleepy or unconscious
- Breathing problems
- Seizures
- Vomiting
- Unusual behaviour, such as being irritable or not feeding properly

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It is sometimes referred to as psychological abuse. Emotional abuse is often a part of other kinds of abuse which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.

Types of emotional abuse include:

- Conveying they are worthless, unloved, and inadequate or only valued in so far as they meet the needs of another person.
- Humiliation or constantly criticising a child
- Threatening, shouting at a child or calling them names
- Making the child subject of jokes, or using sarcasm to hurt a child
- Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.
- Not recognising a child's own individuality or trying to control their lives
- Blaming and scapegoating
- Inappropriate expectations for their age or development – including overprotection, pushing a child too far or not realising their limitations.
- Making a child perform degrading acts
- Seeing or hearing the ill-treatment of others such as domestic violence or abuse.
- Exposing a child to upsetting events such as drug taking
- Failing to promote a child's social development; not allowing them to have friends
- Persistently ignoring a child
- Never saying anything kind, expressing positive feelings or congratulating a child on success
- Never showing any emotions in interactions with a child, also known as emotional neglect
- Serious bullying and causing the child to feel frightened or in danger.
- Exploitation or corruption of children
- Manipulating a child

Signs of emotional abuse

There might not be obvious physical signs of emotional abuse or neglect and a child might not tell anyone what is happening until they have reached a 'crisis point'. Staff therefore need to be vigilant and know what signs and symptoms to look out for.

As children grow up, their emotions change. This means it can be challenging to tell if a child is being emotionally abused. Children who are being emotionally abused might:

- Seem unconfident or lack self-assurance
- Struggle to control their emotions
- Have difficulty making or maintaining relationships
- Act in a way that is inappropriate for their age

The signs of emotional abuse can also present differently depending on the age and developmental stage of the child.

Babies and toddlers (pre-school age children)

- Be overly affectionate to strangers or people they don't know well
- Seem unconfident wary or anxious
- Not have a close relationship or bond with their parent
- Be aggressive or cruel towards other children or animals

Signs in older children

- Use language you wouldn't expect them to know for their age
- Act in a way or know about things you wouldn't expect them to know for their age
- Struggle to control their emotions
- Have extreme outbursts
- Seem isolated from their parents
- Lack social skills
- Have few or no friends

Neglect

Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This can also occur during pregnancy as a result of parental substance misuse. It is the most common form of child abuse.

There are 4 different types of neglect:

- **Physical neglect** – a child's basic needs, such as food, clothing or shelter, are not met or they are not properly supervised or kept safe.
- **Educational neglect** – a parent doesn't ensure their child is given an education
- **Emotional neglect** – a child doesn't get the nurture and stimulation they needs. This could be through ignoring, humiliating, intimidating or isolating them.
- **Medical neglect** – a child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.

Signs of neglect

Poor appearance and hygiene

- Being smelly or dirty
- Being hungry or not given money for food
- Having unwashed clothes
- Having the wrong clothing, such as no warm clothes in winter
- Having frequent and untreated nappy rash in infants

Health and development problems

- Anaemia
- Body issues such as poor muscle tone or prominent joints
- Medical or dental issues
- Missed medical appointments, such as for vaccinations
- Not given the correct medicines
- Poor language or social skills
- Regular illness or infections
- Repeated accidental injuries, often caused by a lack of supervision
- Skin issues such as sores, rashes, flea bites, scabies or ringworm
- Chronic head lice
- Thin or swollen tummy

- Tiredness
- Untreated injuries
- Weight or growth issues

Housing and family issues

- Living in an unsuitable home environment, such as having no heating
- Being left alone for a long time
- Taking on the role of a carer for other family members

Change in behaviour

- Becoming clingy
- Becoming aggressive
- Being withdrawn, depressed or anxious
- Changes in eating habits
- Displaying obsessive behaviour
- Finding it hard to concentrate or take part in activities
- Missing school
- Showing signs of self-harm
- Using drugs or alcohol

Sexual Abuse

Sexual abuse is 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. A child might not understand what is happening or know that it is wrong. They may be afraid to tell someone what is going on. Sexual abuse can occur anywhere, including in person and online

There are two types of sexual abuse; **contact** and **non-contact** abuse.

Contact abuse is where an abuser makes physical contact with a child. This includes:

- Sexual touching of any part of a child's body, whether they are clothes or not
- Using a body part or object to rape or penetrate a child
- Forcing a child to take part in sexual activities
- Making a child undress or touch someone else
- Any physical contact including penetrative and non-penetrative acts, including touching, kissing and oral sex.

Non- contact abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes:

- Exposing or flashing
- Involving children looking at or in the production of sexual images
- Exposing a child to sexual acts
- Making a child watch sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Making a child masturbate
- Forcing a child to make, view or share child abuse images or videos
- Making, viewing or distributing child abuse images or videos
- Forcing a child to take part in sexual activities or conversations online or through a smartphone
- Grooming a child in preparation from abuse

Signs of sexual abuse

Emotional signs

- Avoid being alone with or frightened of people or a person they know
- Language or sexual behaviour you wouldn't expect them to know
- Having nightmares or bed-wetting
- Alcohol or drug misuse
- Self-harm
- Changes in eating habits or developing an eating problem

Physical signs

- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area
- Sexually transmitted infections
- pregnancy

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

Warning signs and symptoms of Child Sexual Exploitation

- Can be difficult to identify and can be mistaken for 'normal' teenage behaviour
- Be involved in abusive relationships
- Hang out with groups of older people, anti-social groups or with other vulnerable peers
- Associates with other young people involved in sexual exploitation
- Gets involved in gangs, gang fights, gang memberships
- Have older boyfriends or girlfriends
- Spends time at places of concern such as hotels or known brothels
- Not know where they are because they have been moved/trafficked around the country
- Go missing from home, care or education
- Have expensive items such as mobile phones that they can't or won't explain
- Be very secretive about what they are doing online
- Have access to drugs and/or alcohol

How do we manage suspected cases of Child Sexual Exploitation, Sherdley Primary will follow **Pan-Merseyside Multi-Agency Child Exploitation Protocol** which is available on the St. Helens Safeguarding Children partnerships' website:

https://sthelenssafeguarding.org.uk/assets/1/pan_merseyside_multi_agency_ce_protocol_march_2018.pdf

If CSE is suspected, the practitioner should complete a CE1 form (available on the St. Helens Safeguarding Children partnerships' website) and email it through to adultandchildrenteam@sthelens.gov.uk.

The CE1 form will be screened at a multi-agency 'Morning Meeting' where partners from People's Services, Health, Social Care, Police and Catch 22 will assess each case.

Catch 22 are a dedicated service currently commissioned within St. Helens to support children and young people as well as professionals in all aspects centring on Child Sexual Exploitation. More information, advice and guidance can be found on their website:

<https://www.catch-22.org.uk/services/st-helens-missing-child-sexual-exploitation-service/>

Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child or young person under that age into activity

- a) In exchange for something the victim needs or wants, and/or
- b) For the financial advantage or increased status of the perpetrator or facilitator and/or
- c) Through violence or the threat of violence

The victim may be exploited even if the activity appears consensual (i.e. moving drugs, or the proceeds of drugs from one place to another).

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology (**Home Office 2018**).

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons (**Home Office 2018**).

County Lines is a form of Child Exploitation (CE). It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons. The response to tackle it involves the Police, the NCA (National Crime Agency) and a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable adults and local communities.

Cuckooing

Urban gangs establish a base in the market location, often by taking over homes of local vulnerable adults by force and/or coercion, in a practice referred to as 'cuckooing'. Urban gangs then use children and vulnerable people to move drugs and money.

Trafficking

A person commits an offence if the person arranges or facilitated the travel of another person to exploit them. **It is irrelevant whether the exploited person, adult or child, consents to the travel.** A person may, in particular, arrange or facilitate another person's travel by recruiting, transporting or transferring, harbouring or receiving them, or transferring or exchanging control over them. 'Travel' means arriving in, or entering, any country; departing from any country and travelling within any country.

The same process for Child Sexual Exploitation should be followed for suspected or confirmed cases of Child Criminal Exploitation.

So-Called Honour Based Abuse

So-called Honour Based Abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. Although it is often perceived to be linked to religion, this is not a

religious practice and is a form of child abuse when the victim is under the age of 18. However, any form of Honour Based Abuse, despite the age of the victim, is illegal. Honour based abuse can include, but is not exclusive to the following:

- Forced abortion and hymen repair
- Abduction and imprisonment
- Forced marriage
- 'Honour' suicide
- 'Honour' Violence
- 'Honour' coercion

Female Genital Mutilation (FGM)

Female Genital Mutilation (sometimes referred to female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a **cultural-practice**. There are no health benefits to FGM. Communities particularly affected by FGM in the UK include girls from; Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first generation immigrants, refugees and asylum seekers.

Key points:

- It is NOT a religious practice
- FGM occurs mostly to girls aged 5-8 years old; but up to around 15
- It has been a criminal offence in the United Kingdom since 1985.
- It has been an offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – an initiation into womanhood
- Gender identity – moving from a girl to a woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – uncut women are regarded as unclean

Risk factors include:

- Low level integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- A visiting female elder from the country of origin
- Being taken on a long holiday to the family's country of origin
- Talk about a 'special' event or procedure to 'become a woman'

High risk time

This procedure often takes place in the summer, as the recovery period for FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request a holiday or 'authorised absence' for just before or just after the summer school holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, the police and social care must be informed immediately.

Process to identify pupils at risk of FGM

Sherdley Primary looks to unify the cultural backgrounds of pupils, risk factors and possible symptoms to form a process to effectively identify pupils who may be at risk of FGM. Sherdley Primary will always work with additional agencies such as the Police, Social Care and Children's Services in order to prevent any harm from being caused to any pupil who may be at risk of Female Genital Mutilation.

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

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Keeping Children Safe in Education 2020, p.11

It is made clear to all teaching staff during their annual safeguarding training, as well as through policies and documentation, that there is a mandatory responsibility to report FGM directly to the Police.

Post FGM symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctant to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem, due to embarrassment or fear.

Longer term problems include:

- Difficulties urinating or incontinence
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems
- Kidney damage and possible failure
- Cysts and abscesses
- Pain when having sex
- Infertility
- Complications during pregnancy and childbirth
- Emotional and mental health problems

It is mandatory for any cases for FGM to be reported directly to the Police. All staff, visitors and people who come into contact with children at Sherdley Primary must adhere to this.

Forced Marriage

There is a clear difference between 'forced marriage' and 'arranged marriage'. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law, both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Forced Marriage Protection Order can be obtained from a Family Court in order to

protect victim, both adults and children from a potential forced marriage or people who are already in a forced marriage.

Potential warning signs or indicators that a child is at risk of Forced Marriage:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming 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
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

Sherdley Primary acknowledges that persistent absence from school or requests for leave of absence can be an indicator of a potential safeguarding risk. The issues surrounding Forced Marriage link directly to the school Attendance Policy; any absences from school will be followed up in accordance with this policy. This is to ensure that we make every effort to know a child's whereabouts and make sure they are safe to the best of our ability.

What to do if you have a concern regarding Forced Marriage?

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Senior Lead (DSL) who will make appropriate contact with Children's Social Care and/or the Police. The Forced Marriage Unit can be contacted for advice and help in making this referral, either by phone on **020 7008 0151** or by email on **fmu@fco.gov.uk**.

Radicalisation and Extremism

Sherdley Primary has a duty under the Counter Terrorism and Security Act 2015 to prevent children and young people from being radicalised.

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

Extremism is defined by the Government in the Prevent Strategy (2010) 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 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 to seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK

Indicators of vulnerability include:

- **Identity crisis** – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society

- **Personal crisis** – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have disassociated from their existing friendship groups 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 a pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet aspirations** – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of criminality** – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration.
- **Special Educational Needs** – the pupil may experience difficulties with social interaction, empathy with other, understanding the consequences of their actions and awareness of the motives of others.

(This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purpose of violent extremism).

Sherdley Primary’s work reflects the Government’s PREVENT strategy in their approach to radicalisation and extremism. Elements of the PREVENT strategy relating to school and education are covered in annual Safeguarding training for all staff, and the PREVENT training module is undertaken as a refresher update at least every 3 years.

If a concern is raised about a child or young person being radicalised or being exposed to extremism, the DSL/DDSL will complete a **Prevent Referral and Assessment Form** which is available on the St. Helens Safeguarding Children Partnership website.

- The single point of contact for PREVENT in school is Mrs Carol Robertson – the Designated Safeguarding Lead, or in her absence, either Mr Tony McCoy or Mrs Katie Bennett, who are the Deputy Designated Safeguarding Leads.
- The single point of contact for PREVENT in Local Authority is Georgia Lee = Tel 01744 677990

Missing Children and Young People

Going missing is a dangerous activity and puts a child or young person at immediate risk. This section reflects the guidance set out in **St. Helens Safeguarding Children Partnership’s Missing Children Procedure**, which is available on the St. Helens Safeguarding Partnership website.

This information is also in line with the Government guidance - **Children who run away or go missing from home or care (2014)**.

There is a national definition of what constitutes a missing person (including a child):

“Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another”.

In St Helens, anyone whose whereabouts cannot be established will be considered as missing until located and their well-being or otherwise confirmed.

The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities;
- Involvement in criminal activities including gang crime
- Victim of abuse
- Victim of crime, for example through sexual assault and exploitation or through gang activities
- Risk of trafficking
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out of school and education

- Increased vulnerability.

Longer term risks include:

- Long term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

The police should always be notified immediately when a child or young person goes missing, regardless of what setting they go missing from.

Preventing children and young people from going missing

Any missing episode is potentially serious; one run away is one too many. Therefore prevention work relating to children going missing is of paramount importance. The prevention of children and young people going missing required an integrated multi-agency approach to vulnerable children and young people. Prevention strategies need to include the prevention of children going missing from home and care and will include:

- Awareness and training for all professionals;
- Awareness and safety sessions for young people via curriculum opportunities;
- Multi-agency assessment procedures, including Early Help, should include the risk indicators for running away;
- Consistent implementation of this protocol across all agencies;
- Monitoring and reporting is missing from home, care and education incidents;
- Support to parents and carers;
- Every individual has a duty to inform the authorities if a child is missing.
- Effective interventions are best achieved by partnership working, information sharing, problem-solving and performance management.

Missing from care

Looked after children can also be 'absent' in that they are away from their placement, their whereabouts are known, but they should not be there. If a child is categorised by Merseyside Police as 'absent', the person calling the police will be asked if there are safeguarding concerns or risks, to inform the Police response. Professional should contact the Police if there is a change of circumstances that would increase risk level or if the person returns.

Merseyside Police Missing Persons Policy states that **"All children aged 12 years and under will be categorised as 'missing' and not categorised as 'absent' under any circumstances"**.

If Merseyside Police have a CSE or CCE flag recorded on their systems, or have any intelligence that a child is at risk of CSE or CCE, they must automatically be recorded as 'missing' and never 'absent'.

With regard to children who are Looked After by another Local Authority and placed within the Merseyside boundary, they remain the responsibility of the placing Local Authority.

Regardless of how long a child has been missing, upon their return an Independent Return Interview should be offered to all children and young people who have been missing from home

Further information regarding children and young people who go missing from home, or children and young people who go missing who are already open to children's social care, can be found in the **St. Helens Safeguarding Children Partnership's Missing Children Procedure**

Private Fostering

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.

A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). A private foster carer may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- Children or young people who are sent to this country for education or health care by their parents from overseas.
- Teenagers living with a friend's family because they do not get on or relationships have broken down with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because there has been a bereavement or their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a mandatory duty to notify the Local Authority and Children's Social Care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer. Private foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they should contact Children's Social Care or inform the Designated Safeguarding Lead who will make the referral.

Peer-on-Peer / child on child Abuse

"All staff should be aware that children can abuse other children (often referred to as peer on peer abuse)"
Keeping Children Safe in Education 2020, p.10.

Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. Peer on peer abuse is often located within the neighbourhoods, schools, peer groups and families associated with the young people who are affected.

There are many forms of abuse that may occur between peers and these are described below and followed by sections giving advice and support on action to be taken in relation to both the victim and the perpetrator of the abuse.

It should be noted that there can be considerable overlap between these different types of peer on peer abuse.

This section directly links to the Government Guidance '**Sexual Violence and Sexual Harassment between children in schools and colleges**' (2018) and '**Sexting in schools and colleges, responding to incidents and safeguarding young people**' .

Physical Abuse

Physical abuse may include biting, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be reasons why a child physically harms another and it is important to understand why a young person has engaged in such behaviour (including whether it happened accidentally) before considering the action or sanction to be taken. Any physical incidents will be taken extremely seriously and will be dealt with in accordance with Sherdley Primary's Anti-Bullying and Positive Behaviour Policies.

Prejudice Behaviour

The term 'prejudice related bullying' refers to a range of hurtful behaviour, (physical, emotional or both) which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. In particular, prejudices are to do with disabilities and special educational needs, ethnicity, cultural and religious backgrounds, gender, home life, gender identity and sexual identity. Any form of prejudice behaviour will be taken extremely seriously and dealt with in accordance with the school's Anti-Bullying and Behaviour Policy.

Harmful sexualised behaviour and sexual abuse

Harmful sexualised behaviour (HSB) from children or young people is not always contrived or with the intent to harm others. HSB may range from inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault/abuse.

Although all children and young people have the potential to be at risk of any form of sexual harassment or assault, we recognise that some groups may be more at risk than others. For example, girls may be more at risk of being sexually harassed more than boys.

Not all sexual behaviour displayed by children or young people is harmful. Showing some sexualised behaviours can be healthy and a normal part of child and adolescent development. The NSPCC guidance on healthy and harmful sexual behaviour can be found in Appendix 3.

Decisions on whether sexualised behaviour is potentially harmful should be made with reference to the NSPCC framework and the Brook Traffic Light Tool:

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

Professionals should also consult and utilise the **St Helens Policy, Procedures and Practice Guidance for Children and Young People (aged under 18) who display Harmful Sexual Behaviour**'.

Due to the concerning and sensitive nature around suspected Harmful Sexual Behaviour from a child or young person, as well as the need to keep the victim safe, advice will be sought from external agencies including Children's Social Care. School will also work with families where appropriate, and directly with both the perpetrator and the victim (separately) to ensure that all children are kept safe and the harmful behaviour ceases. If the harmful behaviour continues, it may be necessary to take further action to ensure the safety and wellbeing of the victim. This is in line with Sherdley Primary's Positive Behaviour Policy.

Cyber bullying

Cyberbullying includes the use of phones and computers/electronic devices to harass, threaten or intimidate someone and it can include; instant messaging; email; chat rooms; voice notes or social networking sites such as Facebook, Twitter or Instagram. It may constitute a criminal offence under the Sexual Offences Act 2003.

Outside of the immediate support children or young people may require in these instances, Sherdley Primary may have no choice but to involve the police to investigate certain situations. Many incidents may occur outside of school hours; however we understand that any situations around cyber-bullying will have an impact on the child's wellbeing at school, especially if the perpetrator(s) also attends. Sherdley Primary works hard to provide a PSHE, SMSC, Computing and safeguarding curriculum that encompasses online safety and helps our pupils deal with any concerns they may have.

In cases of sexting, government guidelines will be consulted and implemented. The website is as follows:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2_939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Further information around sexting can be found in the next section of this policy.

Initiation / Hazing

Hazing is a form of initiation ceremony that is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation because they all experienced it as a part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse and harassment. Although it is not subjective to males, it should be noted that boys may be more at risk of such forms of abuse.

Bullying

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and must include:

- Imbalance of power – young people who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition – bullying behaviours happen more than once or have the potential to happen again.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation and excluding someone from a group on purpose.

Responses

All disclosures, claims or allegations of peer-on peer abuse will be investigated immediately and as thoroughly as possible. It will be important to gain accounts from all those involved, including the victim, perpetrator and any witnesses. Previous records of incidents will be looked at to determine whether there are any patterns of behaviour and the persistency of the issue. Once the evidence has been collated, a judgement and outcome will be decided based on the information and evidence gathered. The response will be dependent upon the nature and severity of the incident. However, Sherdley Primary has set responses to manage and support both the victim and the perpetrator.

For the young person who has been harmed:

The appropriate support required depends on the individual young person. It may be that they wish to seek counselling or one-to-one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends, in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the young person may need support in improving peer groups/ relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE that certain issues can be discussed and debated more frequently, subsequently developing children's understanding of these topics.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst they are in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour:

In this circumstance it is important to find out why the young person has behaved in a harmful manner. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through Early Help and the young person may require additional support from family members.

If there is any form of ongoing criminal investigation it may be that the young person cannot be educated onsite until the investigation has concluded. In such circumstances, the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured proportionately by all of those agencies involved including the young person and their parents/carers. This may mean additional supervision of the young person or protective strategies if they feel at risk of engaging in further inappropriate or harmful behaviour.

After care:

It is important that following the incident, the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). Regular reviews with the young people following the incident(s) are imperative.

Minimising the risk

As with all forms of abuse, preventative measure should be taken to avoid any peer on peer abuse occurring. This includes the following:

- Ensuring that safeguarding is taught as part of the curriculum across all key stages and year groups
- That any lower level incidents of bullying etc. are dealt with immediately and effectively in order to ensure they do not escalate
- That children who have vulnerability indicators of either being a victim or a perpetrator are identified early and subsequently supported.
- That vulnerability indicators are clearly identified and recognised, such as mental health, drug and alcohol misuse, learning difficulties and disabilities, and previous abuse suffered.
- By recognising 'the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously' p.28 KCSIE 2020.
- That all staff have training on Anti-Bullying, provided by the Anti-Bullying Alliance, which is updated regularly
- That school is a safe and caring environment where children and young people feel confident to express their concerns at the earliest stages.

Record keeping

It is important that school staff keep accurate and comprehensive records of any bullying or peer on peer abuse incidents that take place. This is important for the following reasons:

- To hold evidence of incidents so their frequency, nature and severity can be assessed to determine the appropriate action
- To spot trends and to see whether there are particular issues that seem to be more prevalent within the school and therefore need specific intervention
- To providing supporting documentation for any investigation including criminal investigations
- To ensure compliance with child protection procedures
- To provide evidence of outcome of any incidents to ensure they have been dealt with effectively
- To ensure effective monitoring procedures.

- To ensure accurate data can be shared with, and challenged by, the Governing Body.

Peer on peer abuse can be and is as damaging as any form of abuse. All incidents will be taken extremely seriously and dealt with in the same approach as other allegations of abuse. Peer on peer abuse should never be tolerated under any circumstance and should not be passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. All children have the right to feel safe with their peers and should be protected accordingly. Any incidents of bullying will be dealt with in line with the school’s Positive Behaviour Policy and Anti-Bullying Policy.

Contextual Safeguarding

Contextual safeguarding is an approach to understanding and responding to young people’s experiences of significant harm beyond their families. For many young people, their relationships extend beyond their family such as within their neighbourhoods, in their schools and online. These relationships can unfortunately sometimes feature violence and abuse.

Parents and carers can have little influence over these contexts and therefore can have little impact on a young person’s experiences of extra-familial abuse. This abuse subsequently undermines the parent-child relationship, which is in itself, a protective factor for most children and young people.

It is therefore important that practitioners, including school staff, engage with individuals and sectors who do have influence over/within extra-familial (outside the family) contexts, and recognise that assessing and intervening with these areas are a crucial part of safeguarding practices and responsibilities. Contextual safeguarding is therefore a continuation and expansion of child protection systems by recognising that children and young people are vulnerable to abuse in a range of social contexts.

Sexting

This section is linked to Government Guidance ‘**Sexting in Schools and Colleges**’.

Definition:

“Whilst professionals refer to the issues as ‘sexting’ 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’. (**Sexting in schools and colleges p.5**).

Many children have access to technology and devices such as tablets and mobile phones. It is our responsibility as parents, carers and educators to ensure that children are kept safe online and that they are aware of risks.

“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” (**p.7**).

It will never be our intention to criminalise children and young people, but rather to protect them and prevent any harm coming to them. Any incident involving youth produced sexual imagery will be responded to in accordance with ‘**Sexting in schools and colleges**’ guidance. Any incidents of sexting will be judged on a case by case basis; that is that advice will be sought from Children’s Social Care, the child’s history and vulnerability indicators will be factored in, as well as the nature of the incident. Response and intervention could range from school based intervention work or other early help initiatives to a completion of a CE1 form and/or referral to social care.

“Children under 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. This law makes it clear that sexual activity with a child under 13 is never acceptable, and that children of this age can never legally give consent to engage in sexual activity” (**p.29**).

“Any situation involving children under 13 and youth produced sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour” (**p.29**).

No adult in school will view any indecent images or material. Any evidence of sexting or disclosures will be immediately referred to the Police and/or Children's Social Care. It is not up to school to investigate this further and any investigations will be conducted accordingly by the Police and Children's Social Care.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks in order to obtain sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence and anyone, of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th April, 2019.

Domestic Abuse

The term domestic abuse (or domestic violence as it is sometimes referred to) is used to describe anything from emotional abuse, financial abuse to physical assault, sexual abuse, intimidation, isolation, threats or coercive and controlling behaviour.

The Government define domestic abuse as:

"Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality." This includes issues of concern to black and minority ethnic (BME) communities such as so called 'honour killings'".

There are different types of domestic abuse. They are:

- **Emotional abuse** – constant criticism, insults, undermining capabilities
- **Physical abuse** – hitting, punching, burning, strangling, punching, slapping, biting, pinching, kicking, pulling hair out, pushing, shoving
- **Sexual abuse** – forcing unwanted sexual acts, having sex with you when you don't want to have sex, any degrading treatment based on your sexual orientation
- **Isolation** – preventing someone from having or developing family, social or professional relationships, preventing from working, monitoring or blocking your telephone calls.
- **Financial abuse** – withholding money, making a person account for every penny they spend, taking your money without asking.
- **Threats** – making angry gestures, using physical size to intimidate, shouting someone down, destroying someone's possessions, breaking things, punching walls, wielding a weapon, threatening to kill or harm someone around children.
- **Coercive control** – an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Domestic abuse is often a combination of several, if not all of the above.

Operation Encompass

Operation Encompass is an initiative in which Merseyside Police inform schools the next day, if one of their pupils has experienced a domestic incident in their home the night before. By sharing information between Police, Social Care and the school, the result is the ability to provide greater emotional support to children aged 4 to 18 who live and attend school in Merseyside.

The named Operation Encompass Lead is Mrs. Carol Robertson

The named deputies are Mr. Tony McCoy and Mrs. Katie Bennett

That aim is to give the school the information it needs in order to look after that child's emotional and physical needs in the aftermath of what might be an extremely distressing incident.

Appendix 3 – NSPCC Healthy and Harmful Sexual Behaviour

The stages of normal sexual behavior

There are 4 phases of childhood sexual development. Just like every other part of growing up, some children mature sooner or later than others. Children with developmental delays may not stick to these age guides. If a parent or carer is worried about anything they can speak to a health professional about it.

Below are some examples of **healthy and age appropriate** sexual behavior

Infancy from 0 to 4 years

Even at this stage, sexual behaviour is beginning to emerge through actions like:

- Kissing and hugging
- Showing curiosity about private parts
- Talking about private body parts and using words like poo, willy and bum
- Playing “house” or “doctors and nurses” type games with other children
- Touching, rubbing or showing off their genitals or masturbating as a comforting habit

Young children from 5 to 9 years

As children get a little older they become more aware of the need for privacy while also

- Kissing and hugging
- Showing curiosity about private parts but respecting privacy
- Talking about body parts and sometimes showing them off
- Trying to shock by using words like poo, willy and bum
- Using swear and sex words they have heard other people say
- Playing “house” or “doctors and nurses” type games with other children
- Touching, rubbing or showing others their private parts

Pre-adolescents from 10 to 12 years

Children are getting more curious about sex and sexual behaviour through:

- Kissing, hugging and ‘dating’ other children
- Being interested in other people’s body parts, relationships and sexuality
- Using sexual language and talking about sex with friends
- Looking for sexual pictures or online porn
- Masturbating in private and experimenting sexually with the same age group

Adolescents from 13 to 16 years

As puberty kicks in, sexual behaviour becomes more private with;

- Kissing, hugging, dating and forming longer-lasting relationships
- Being interested in and asking questions about body parts, relationships and sexuality
- Using sexual language and talking about sex with friends
- Looking for sexual pictures and online porn
- Masturbating in private and experimenting sexually with the same age group

How to react to sexualised behaviour

Learning about sex and sexual behaviour is a normal part of a child’s development. It will help them as they grow up and as they start to make decisions about relationships. By knowing what is ‘normal’ at each particular stage you can be ready for what to expect, even though it might seem a little uncomfortable at times.

The way you respond is important.

If you are too disapproving or imply that sex shouldn’t be spoken about then your child may be less likely to come to you with any questions or worries they may have.

Of course, this won’t be easy for everyone, especially if your child’s behaviour seems shocking or morally wrong to you. Try to keep calm. Your body language and tone can make a difference. The way you react can affect how comfortable your child will feel about talking to you about these things in the future.

APPENDIX 4 – INFORMATION SHARING

The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. [Sherdley Data Protection Policy, May 2018]

In all cases where information is shared and stored, Sherdley Primary School will endeavor to ensure that the information is :

- Processed lawfully, fairly and in a transparent manner in relation to individuals
- Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed
- Accurate and, where necessary, kept up-to-date; every reasonable step must be taken to ensure that personal data that is inaccurate, having regard to the purposes for which it is processed, is erased or rectified without delay

In line with Local Authority recommendations, information to be shared at Core Groups/FAMs/LAC reviews or Child Protection conferences should be shared with parents beforehand.

Additional copies are always destroyed.

APPENDIX 5 - Graduated Approach Stages for Behaviour / SEND / Safeguarding Concerns

In order to ensure that any and all concerns are responded to efficiently, a graduated approach has been implemented at Sherdley Primary School. The following 5 stages describe how we will look into and deal with any concerns. All concerns should be responded to in a timely manner and recorded on the school's CPOMS system.

Stage 1	
<p>Class teacher to record any concerns on CPOMS (actions to be also added) and follow up agreed actions.</p> <p>If unresolved, this must be passed onto relevant staff in Stage 2 immediately.</p>	<p>Include the following:</p> <ul style="list-style-type: none"> • The incident / class teachers' action /LSAs action • Talk to the child / talk to parents & record outcomes • Agree timescales and record • Possible resolution and outcomes / next steps • If unresolved move to Stage 2
	
Stage 2	
<p>Escalation to Key Stage Leader (or another KS Leader if stage 2 was a leader).</p> <p>If unresolved, this must be passed onto relevant staff in Stage 3 immediately.</p>	<ul style="list-style-type: none"> • Contact parents and discuss the previous stage • Arrange follow-up meeting or phone call • Record resolution and outcomes • If a SEND concern, escalate to Mrs. Bennett • If unresolved move to Stage 3
	
Stage 3	
<p>If behaviour or SEND escalation to Assistant Headteacher – Mrs K Bennett.</p> <p>If Safeguarding and/or multiple concerns escalate to Deputy Headteacher - Mrs C Robertson.</p> <p>If unresolved, this must be passed onto relevant staff in Stage 4 immediately.</p>	<ul style="list-style-type: none"> • Review previous stages • Communicate with parents and arrange a meeting to discuss • Arrange follow-up meeting or phone call • Record resolution and outcomes • If unresolved move to Stage 4
	
Stage 4	
<p>Escalation to Headteacher – Mr T McCoy.</p>	<ul style="list-style-type: none"> • Review previous stages • Meet with parents and discuss • Record next steps • Arrange follow-up meeting or phone call • Record resolution and outcomes • If unresolved provide parents with a copy of the school's Concerns and Complaints Policy and move to Stage 5
	
Stage 5	
<p>Implement the Concerns and Complaints Policy</p>	<ul style="list-style-type: none"> • Parents to complete a complaints form that will then require the policy to be implemented

NB - At any point in the above stages should there be a risk of significant harm a Designated Safeguarding Lead should be informed immediately.

APPENDIX 6 – CHILDREN MISSING IN EDUCATION – RESPONSIBILITIES OF SCHOOLS FLOWCHART

Children Missing Education – Responsibilities of Schools Flowchart

