St Ann's Church of England Primary School Safeguarding & Child Protection Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.
Article 32: Children should not be allowed to do work that is dangerous or might make them ill, or stop them going to school.
Article 33: Children have a right to be protected from dangerous drugs, and from the business of making or selling them.
Article 34: Nobody can do anything to your body that you do not want them to do, and grown ups should protect you.

Article 37: No child should be punished in a way that humiliates or hurts them.

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

For more information on the convention and the rights of each child visit: http://www.unicef.org.uk/.

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ST ANN'S CHURCH OF ENGLAND PRIMARY SCHOOL
PART OF THE THREE SAINTS ACADEMY TRUST
SAFEGUARDING & CHILD PROTECTION POLICY

1. INTRODUCTION

The duties imposed by Section 175 (Section 157 for Academies) of the Education Act 2002 make explicit the responsibility of governors to safeguard and promote the welfare of children as part of their common law duty of care towards the children for whom they are responsible. The responsibility for making sure arrangements are in place, in accordance with the guidance given by the Secretary of State lies with the Directors.

Under the Trust's Scheme of Delegation each School's Committee has a Governor responsible for Child Protection / Safeguarding.

There are two aspects to safeguarding and promoting the welfare of children. They are that arrangements are in place:

- To take all reasonable measures to ensure that risks of harm to children's welfare are minimised, and

- To take all appropriate actions to address concerns about the welfare of any child, or children working together with St Helen's Safeguarding Partnership https://sthelenssafeguarding.org.uk/scp   and the agreed policies and procedures in full partnership with other local agencies.

The arrangements that the school has in place will provide for both these aspects so safeguarding children's welfare.

The document entitled "Working Together to Safeguard Children" (DFE July 2018) (Working Together to Safeguard Children July 2018) places a general duty on schools to work and cooperate with other agencies to safeguard and promote the welfare of children. The Three Saints Academy Trust is committed to do this by having an open and honest transparent line of communication.

The School's responsibilities are outlined in the statutory guidance to schools and colleges Keeping Children Safe in Education September 2020.

This guidance document states that all education settings must have in place systems designed to:
- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person's welfare and take appropriate action to keep children / young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

KEY DEFINITIONS
The Children Acts 1989, 2004 and Children and Social Work Act 2017 states a child is anyone under the age of 18.

Safeguarding and Promoting the Welfare of Children
Keeping Children Safe in Education (DFE September 2020) states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health and development, and
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to achieve best outcomes.

Child Protection
Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

Significant Harm
- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

COVID-19
This policy will run concurrently with the following addendums issued in March 2020 and revised in June 2020 during the COVID-19 period:

❖ Covid -19 school arrangements for Safeguarding, Child Protection Policy and Well-being at The Three Saints Academy Trust Addendum, and

❖ Guidance for safer working practice for those working with children and young people in education settings Addendum April 2020

All government guidance in respect of any local lockdown restrictions will be implemented and risk assessments reviewed in line with guidelines.

General Principles
The child's welfare is paramount.

All children have a right to a childhood free from abuse, neglect or exploitation.

All members of staff have a responsibility to be mindful of issues related to children's safety and welfare and have duty to report and refer any concerns however "minor".

Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.

Children are best protected when professionals work effectively together.

The Trust and each school within the Trust has robust systems in place that deter possible abusers and will manage effectively any allegations or concerns as they arise.

This policy and procedures will be reviewed annually and may be amended from time to time. This policy applies to all teaching, non-teaching, School Committee members, supply and volunteer staff.

2. THE PURPOSE OF A SAFEGUARDING AND CHILD PROTECTION POLICY

Our Safeguarding and Child Protection Policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding and child protection issues. This policy also makes explicit the school's commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding and child protection concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

3. AIMS OF THE POLICY

The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance.

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

a)   **Prevention**

That caring relationships with children, parents, carers and families are built on mutual trust and respect. Staff throughout the school will meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff. Attendance is vital; school operates a first day contact system in the case of unexplained absence from school which in some cases is followed up by a home visit. (See the School Attendance Policy).

b)   **Protection**

We ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. There are identified key workers across school. Staff are trained at a basic level in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and behaviour, patterns of absence etc. Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. The Safeguarding Flowchart (Appendix 2) and Descriptions of Need are displayed in Well-Being Office and Headteacher's office*.* All teachers have access to a copy of the guidance material, Working Together to Safeguard Children either from the DSL, Staffroom Noticeboard or on the St Helens Safeguarding Partnership website https://sthelenssafeguarding.org.uk/scp .   All teachers have a safeguarding class folder.

c)   **Support**

Children have the opportunity throughout the day to talk to adults in school. Informal support is offered to parents / carers through coffee mornings, parent's courses and information evenings. Information relating to community services is displayed on the parents' board. Children have accessed training in supporting their peers through such schemes as activity leaders and wellbeing ambassadors and champions. More formal support is offered through the Attendance Procedures and where appropriate through Early Help Assessment Tool (EHAT) and THINK FAMILY procedures.

Adults who have been involved in any part of a safeguarding/child protection issue will be offered support and, if appropriate, support from outside agencies will be sought.

4. SCHOOL COMMITMENT

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse, exploitation and radicalisation.

St Ann's CE Primary School will therefore:

a)   Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This is done through PSHE and RSE curriculum, collective worship, one-to-one and small group therapeutic support etc.

b)   Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children know they can speak with any school staff about any issues they are worried about.

c) Included in the curriculum activities and opportunities for PSHE / Citizenship and RSE Curriculum which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Throughout our curriculum we ensure our children understand how to be healthy, stay safe and feel safe and what to do when they do not, for example by the use of Well-being Ambassadors, Companions and the help box scheme within school to address concerns and access to the Need To Talk button via the school website, this ensures the children have the best opportunity for a successful life.

d) Through PSHE, RSE, RE, SMSC and promoting British Values, the Trust provides an ongoing programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to the address the issue of child protection in the wider context of child safety in general

e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

5. FRAMEWORK

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (*Working Together to Safeguard Children July 2018).*

The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police will help the designated safeguarding lead and deputies to understand when they should consider calling the police and what to expect when they do.

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of St Helens Safeguarding Partnership.

The Safeguarding Partnership is made up of 3 partners including Clinical Commissioning Group (health), children's social care and the police. The https://sthelenssafeguarding.org.uk/scp website contains:

- Definitions of abuse and indicators;
- Procedures for Safeguarding and multi-agency working including relevant contacts;
- Advice on good practice and policy making'
- Proforma's for referral and record keeping.
- Procedures and Guidelines for Child Protection and Safeguarding Children

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)

Children Missing Education – Statutory guidance for local authorities (DfE September 2016)

When to call the police – Guidance for schools and colleges (NPCC – 2020)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements

The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early Years Foundation Stage

PREVENTION

St Ann's CE Primary School takes seriously its duty of pastoral care and is proactive is seeking to prevent children becoming victims of abuse, neglect or exploitation. It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds;
- By identifying members of staff responsible for child protection and safeguarding matters;
- By ensuring staff receive training and act as a source of advice and support to other school staff;
- By informing children of their rights to be free from harm and encourage them to talk to school staff if they have any concerns;
- Through PSHE, RSE, RE, SMSC and promoting British Values, the Trust provides an ongoing programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to the address the issue of child protection in the wider context of child safety in general.

EARLY HELP

Providing Early Help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as possible so as to prevent further problems arising.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help, and
- Provide targeted early help services to address the assessed needs of the child and their family which focuses on improving the outcomes for the child.

St Ann's CE Primary School is committed to early help and identification of unmet needs and vulnerabilities of its pupils and work in partnerships with other agencies to promote the welfare of the pupils and to keep them safe. The Early Help process involves working with children and their families to engage and include them as equal partners and to support them to access additional services that can promote positive outcomes.

Children are best protected when professionals work effectively together and share responsibility for protective action.

St Ann's CE Primary School is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.

The school has in place robust systems that deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise.

When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and appropriate action taken.

Concerns

All staff have a duty to report and refer any concerns to the relevant member of staff who has overall responsibility for Child Protection/Safeguarding matters.

Any staff member however, can refer direct to Social Care with concerns regarding a child but will need to ensure they keep the DSL informed of their actions as the DSL and Deputies are to have a complete safeguarding picture for individuals.

Definition and categories of abuse

See Appendix 1 for more detailed information on Signs and Indicators of Abuse in Children.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing: provide adequate food, clothing and shelter (including exclusion from home or abandonment) protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

All staff are aware of safeguarding issues that can put children at risk of harm. All staff are aware that safeguarding issues can manifest themselves via **Peer on Peer abuse/Child on Child abuse**. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm;

- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.

Contextual Safeguarding

By understanding the needs of the pupils, families and issues impacting on the community, school are able to address in an holistic manner support via Early Help or other safeguarding procedures to ensure all needs are met and concerns addressed via assessment and interventions in place whether therapeutic and/or academic. The Headteacher (DSL), Wellbeing Team and SENDCO are able to ensure all issues are addressed and monitored. All staff are aware that safeguarding incidents and/or behaviour can be associated with factors outside the school can occur between children outside of this environment. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC offers information on its own website www.nspcc.org.uk.

Broad government guidance on issues listed below can be found on the .GOV.UK website:

- Child sexual exploitation (CSE) – See Below
- Sexual Violence and Sexual Harassment
- Bullying including cyberbullying
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Female Genital Mutilation (FGM) – See Below
- Forced Marriage
- Gangs and Youth Violence
- Child Criminal Exploitation - County Lines
- Gender-based violence/violence against women and girls (VAWG)
- Mental Health
- Private Fostering
- Radicalisation – See Below
- Sexting
- Teenage Relationship Abuse
- Trafficking
- Contextual Safeguarding

St Helens Safeguarding Partnership also has national and local guidance https://sthelenssafeguarding.org.uk/scp

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) -

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity

appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

[DfE Child Sexual Exploitation Guidance February 2017](#)

Concerns around CE need to reported via the MASH Team using Appendix 5 Service Request Form and Appendix 7 CE 1 Form.

Sexual Violence and Sexual Harassment
Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Staff are aware of the importance of:
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Sexual violence
Staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- It may include:
- non-consensual sharing of sexual images and videos.
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

Harmful sexual behaviour
Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

More information can be obtained from NSPCC: Harmful sexual behaviour on what is harmful sexual behaviour and the Brook sexual behaviours traffic light tool can help when considering harmful sexual behaviour.

Female Genital Mutilation (FGM)
Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse which long lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Schools' Safeguarding Information Pack has been issued to all staff in their Blue Safeguarding Folders with indicators, signs and symptoms as well as different FGM terminology used in other countries.

If staff have a concern they should report to the Designated Safeguarding Lead via CPOMs/safeguarding and wellbeing concern form Appendix 3, if appropriate Appendix 5 will be initiated to refer to Social Care.

Mandatory Reporting Duty for FGM
Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, social workers and healthcare professionals to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under

18. Those failing to report such cases will face disciplinary sanctions. All such cases should be referred to the Designated Safeguarding Lead and follow Safeguarding Procedures alongside the individual's report to the Police.

Preventing Radicalisation
Protecting children from the risk of radicalization is seen as part of The Three Saints Academy Trust's wider safeguarding duties under the PREVENT Strategy. Each school has a Single Point of Contact (SPOC). All staff have undertaken PREVENT online training.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online. The internet and the use of social media in particular has become a major factor in the radicalization of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help of protection. School staff should use their professional judgement in identifying children who may be at risk of radicalization and act proportionately which may include a referral to the Channel Programme via the MASH Team in Social Care using Appendix 6 PREVENT Referral and Assessment Form.

Each school and Trust websites has a link via the reporting button Stop Terrorism and Extremism Online Protection.

Further information can be found in Tackling Extremism and Radicalisation Policy.

Serious Violence
Staff are aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs**.**

CountyLinesGuidance Sept2018

Information Technology
Schools in the Three Saints Academy Trust currently utilise a suite of 'Webscreen by Atomwide' products to ensure safe and controlled internet access for all staff and pupils. The capabilities of 'Webscreen by Atomwide' include:
- Filtering inappropriate internet content, malicious code and other threats;
- Provide controlled social media access;
- Assist schools in meeting the Prevent Duty by keeping children safe from terrorist and extremist material;
- Detect expressions that are indicative of cyber-bullying or self-destructive patterns.
- Monitoring staff and children's access via IMPERO monitoring software.

All internet usage, both success and failure, is logged for audit purposes.

Staff are fully aware of the dangers and risks associated with electronic communications. Consequently they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child. Any child that attempts to "befriend" staff via social media must be reported to the Designated Safeguarding Lead and parents informed.

Looked After Children and Previously Looked After Children
The most common reason for children becoming looked after is as a result of abuse and/or neglect.

The Designated Safeguarding Lead /Designated Teacher for LAC and Previously LAC will ensure they have the details of the child's legal status, social worker and name of virtual school head in the local authority that looks after the child.

Previously looked after children potentially remain vulnerable and are supported and monitored by the Wellbeing Team.

More detailed information in the Looked After and Previously Looked After Children's Policy.

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are vigilant in observing children day-to-day and are able to identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Children who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, that can have a lasting impact throughout childhood, adolescence and into adulthood are identified on the Matrix of Vulnerability and staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

All mental health concern about a child are logged onto CPOMS in order that appropriate action can be taken. See Emotional Health and Well-being Policy.

Indicators

St Ann's CE Primary School acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. They child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly situated on a part of the body not normally prone to such injuries.
- Have an injury for which the explanation seems inconsistent.
- Describes what appears to be an abusive act in which they were involved – verbally or in written form such as literacy work or drawings.
- Show unexplained changes in behaviour – e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time.
- Demonstrate age inappropriate sexual awareness
- Engage in sexually explicit behaviour
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected.
- Have difficulty in making friends.
- Be prevented from socializing with other children.
- Showing signs of depressions, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite.
- Loss of weight for no apparent reason.
- Becoming increasingly dirty or unkempt, with inadequate or damaged clothing.
- School absenteeism.

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse has taken place. It is **NOT** the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns. See further detailed information in Safeguarding Information Pack in class blue folders.

Missing from Education

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

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

essential all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and force marriage.

The law requires all schools to have an admission register.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:
- Have been taken out of school by their parents and are being educated outside the school system i.e. home education. See Local Authority EHE Guidance Form.
- Have been permanently excluded.

All schools must inform the local authority of any pupil who is absent from school without school's permission for a continuous period of 10 days or more. See Attendance Policy.

Notification and Referral Route
If a child becomes missing from education Education Welfare Service should be contacted and a Child Missing Education (CME) Form completed. See Appendix 9. See Attendance Policy.

6. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHE, RSE and within the safety of the physical environment provided for the pupils.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019/2020), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.

The early help process and their role in it, including identifying emerging problems, liaising with the DSL/DDSL, and sharing information with other professionals to support early identification and assessment.

That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play. Wherever possible, speak to the DSL, DDSL or member of SLT (in the absence of a DSL/DDSLs) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.

Our work in partnership with other agencies is in the best interests of the children. Requests for service to social care will (wherever possible) be made by the Safeguarding Designated Staff, where a child already has a social worker, the school will immediately contact the social worker involved or in their absence, the team manager.

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.

Designated Safeguarding Leads

The Headteacher Laura Rynn is the Designated Safeguarding Lead (DSL) and Stacey McDowell (Deputy Headteacher), the Family Support Worker Claire Martin are the Deputy DSLs at St Ann's CE Primary School. The roles and responsibilities of the DSL are:

- To be fully conversant with the Local Authority and School Safeguarding Procedure
- To have a complete safeguarding picture and be able to advise individuals on any safeguarding concerns.
- To provide all staff with advice in regard to safeguarding.
- To ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse.
- To refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- To maintain a record of pupils in school who are on child protection plans and keep this updated as notification is received.
- To liaise with the relevant agencies and other professionals as appropriate to ensure that these children are monitored.
- To maintain records within the school about those children whose safety and welfare are causing concern.
- To ensure representation and attend / participate in child protection conferences, core group meetings, family action meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then to provide a report from school.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- To organise and monitor training / information as appropriate for all staff.
- To be trained personally at a single and multi-agency level and to undertake refresher training as necessary.
- To attend LA cluster meetings/trainings on a regular basis.
- To hold safeguarding induction sessions for new staff and volunteers working across school.
- To refresh volunteers and all staff on initiatives and developments as the need arises.
- To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.
- To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.

- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

The role of the Senior Management Team
It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSL's will share decisions with the Senior Management Team. If the DSL's are not available then the Senior Management Team should be consulted. In the unlikely event of the senior management team being unavailable or if a course of action is unclear then the MASH Team contacted on (01744 676600). Out of Duty hours 03450 500148. Safeguarding will be an agenda item at every Senior Leadership Team meeting.

The role of the Directors
The Directors are aware of their role in overseeing the school's arrangements for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually.

The Directors will nominate a named Director or Governor to support the safeguarding systems in each school.

The named Governor is Helen Fryer.

The above will be met through:
Discussions with staff and School Committee about how the school delivers safeguarding through curricular and extra-curricular activities, school policies and procedures. Such developments are included in the termly Headteacher's report and newsletters.

Actions identified from the annual safeguarding audit to be monitored by the chair of the School Committee.

Section 175/Section 157 Audit to be authorised by Directors.

Attending safeguarding trained led by the school and external agencies (training in safeguarding is held each year by the school).

Liaising with the named member of staff in school on a regular basis and providing feedback from such meetings for all Directors

Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Lead, detailing the number and type of incidents recorded in school

Ensuring the Safeguarding Policy is reviewed and monitored annually

Ensuring that staff and School Committee receive relevant training

Ensuring sufficient time and resources are allocated to allow the DSL's to fulfil their responsibilities

Reporting back to the School Committee/Directors as and when appropriate

Awareness of the importance of confidentiality

School Committee members will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff

The full responsibilities of the School Committee are set out in Part Two of KCSIE – The management of safeguarding. The governing board will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

7. PROCEDURES

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out by St Helens Safeguarding Partnership.

Staff are reminded of Safeguarding procedures at an annual staff meeting and information and updates are issued via E-bulletins and at staff meetings throughout the year.

All temporary staff have a brief Safeguarding leaflet (Appendix 11) which covers the action they should take if they have any concerns.

All visitors receive a Safeguarding leaflet (Appendix 12) outlining the school's Safeguarding Procedures and their adherence to them.

Posters are displayed in the adult's toilets.

Parents are informed of the school's duties and responsibilities under the Safeguarding procedures by a statement in the School prospectus, the school website and a brief leaflet.

Parents can make referrals direct to Social Care on 01744 676600 should they have any concerns.

8. TRAINING AND SUPPORT

The Three Saints Academy Trust ensures that the Designated Safeguarding Leads, Deputy DSLs, all staff and the School Committee attend training relevant to their role.

All staff will have access to Safeguarding training which is relevant and appropriate to their role. This includes training in procedures to follow, signs to note and appropriate record keeping. All staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur. Refresher training is every year for all staff and at bi-annually for designated staff with at least annual updates. E-bulletins and regular updates via Staff Meetings will take place when required during the school year.

All staff are trained to recognise and respond to situations where a child may be considered to be at risk. The Designated Lead, Deputy DSLs are the nominated staff, and are responsible for the implementation of appropriate procedures.

Staff will be informed of any changes to current safeguarding issues through staff meetings. Any new School Committee members to the school will automatically be asked to complete training in safeguarding as part of their induction to the role.

All training is logged by the DSL and copies of certificates are held in a file. The log outlines when training is due for renewal.

The St Helens Safeguarding Partnership provides an Annual Training Programme and Calendar.

9. PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which is discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child. Only staff with direct responsibility for children will be privy to individual safeguarding information.

All staff, governors and parents when appropriate are regularly reminded of the importance of confidentiality.

Confidentiality is respected through:

All records are stored electronically on CPOMs with password protected access to designated staff. Where paper records are held they are stored in a lockable filing cabinet in an office locked when unoccupied.

Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child / family

Ensuring that if a child transfers school, confidential records will be passed on.

It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Children's Social care must be made. In the case of disclosure of abuse, staff are advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including to social service departments], must always, however, have regard to both common and statute law. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018)

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information *(Data Protection Act 2018, GDPR Regulations)*. Consent should be obtained before sharing personal information with third parties, however in some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10. RECORDS AND MONITORING

Well-kept records are essential to good safeguarding practice. The trust is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. Records, policies and procedures are monitored in each school regularly when the Director of Well-being undertakes the annual Safeguarding audit. Individual case file audits will be undertaken in each school by the Director of Well-being.

Recording concerns about the welfare or behaviour of a child- any member of staff with a concern must log the concern on CPOMs or via a 'concern sheet', Appendix 3.

Monitoring - of children with concerns- The Senior Management Team meet every half term to review children on the Matrix of Vulnerability, class teachers know if a child is on the continuum and pass any information directly to the DSL. The matrix is reviewed and appropriate action taken when necessary.

Any staff working with or alongside a child may complete a welfare concern form and inform the DSL.

When there is a sufficient concern, evidenced by the completion of welfare forms, a referral may be made.

All concerns are logged and tracked and the number of concerns reported to the School Committee and Directors termly.

Transfers – If a child is on a CP Plan, under THINK FAMILY procedures or any other concerns and leaves the school, the Designated Lead or Deputy Designated Lead rings the new school to inform the Headteacher of confidential issues, meetings and transfer of files is arranged during that conversation.

If a child transfers or leaves school, the school should seek to engage with an identified member of staff, with whom concerns may be shared. Child Protection information must be copied and sent under separate cover to the new school whilst the child is still under 18, if the school has CPOMS then these records will be transferred electronically. Where a child is removed from roll to be educated at home, the file should be copied to the Local Authority.

Single Central Record
Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

11. ATTENDANCE AT CHILD PROTECTION CONFERENCES

Case conferences are important meetings when professionals meet to share information formally. Professionals engaged with the family are invited as are the family. The Designated Safeguarding Lead or Deputy DSL attend all Child Protection Conferences. Teachers will be asked to attend on occasions to keep them up to date with procedures. Teachers are briefed before attending conference. The DSL/DDSL would attend this meeting and would provide a written report detailing their:

- Involvement with the child and family
- Knowledge of the child's development needs
- Assessment of the capability of the parents to meet the needs of their child within their family and environmental context

All reports should distinguish between fact, observation, allegation and opinion. When information is provided from another source it should be made clear.

Where meetings are being held to make decisions about more than one child in a family there should be a report prepared on each child.

Reports are to be shared with the family and provided to the Safeguarding Unit 2 days before the CP Conference.

12. SUPPORTING PUPILS AT RISK

The trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be a need to consider exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

As part of providing a broad and balanced curriculum relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti- bullying, unhealthy and abusive family relationships.

The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020).

The schools within the trust will endeavour to support pupils through:

a. The curriculum, to encourage self-esteem and self-motivation.
b. The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
c. The implementation of school behaviour and relationship policy.
d. A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
e. Regular liaison with other professionals and agencies that support the pupils and their families.
f. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
g. The development and support of a responsive and knowledgeable staff group trained to respond appropriately to safeguarding situations.
h. Adhere to and have signed the St Helens LA Domestic Abuse School Charter.

Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

This policy should be read in conjunction with other related policies in school and guidance

These include:
- Code of Conduct
- Whistle blowing Policy
- Procedure for managing allegations against people who work with children and young people
- Health and Safety policy/ Health Care Plans
- Administering Medicine
- Risk Assessment Policy
- Asthma Policy
- SEN Policy
- RSE Policy
- PSHE Policy
- Behaviour and Relationships Policy
- Emotional Health and Wellbeing Policy
- Care & Control Policy
- Drugs Education Policy
- E safety Policy
- Look After and Previously Looked After Child Policy
- Anti-Bullying Policy
- Tackling Extremism and Radicalisation Policy (PREVENT)
- Attendance Policy
- Lost Child and CME Policy
- Recruitment and Selection,
- Guidance for Safe Working Practice for Adults who work with Children and Young People
- What to do if you think a child is being abused
- Keeping Children Safe in Education September 2020
- Working Together to Safeguarded Children July 2018
- Children Missing Education Statutory Guidance – September 2016
- The Prevent Duty – Departmental Advice for Schools and Childcare Providers – June 2015
- Mandatory Reporting of FGM – Home Office Procedural Information
- Child Sexual Exploitation – Definition and Guidance for Practitioners - February 2017

- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges Guidance – Dfe – May 2018

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children and Young People, Parents and Carers – DfE – July 2018

It is also important that Safeguarding is referenced across the curriculum to ensure risk assessment and safeguarding is embedded throughout all teaching and activities.

All policies are available to view in the Teams Folder,

Students, volunteers, extra-curricular club leaders are given the Induction summary safeguarding procedure leaflet. (Appendix 11)

Visitors to school are given a Safeguarding procedure leaflet (Appendix 12).

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

Safe Schools, Safe Staff
All staff are advised to limit any physical contact with children
All staff should avoid working on a one-to-one basis with a child in a room with the door shut, where ever possible they should be in the line of vision of another member of staff
Any RSE matters are dealt with through the planned curriculum, or with the Designated Lead or Deputy on a one-to-one basis if needed.
All parents are invited to school to view RSE Resources
School places Child Protection issues as number 1 priority when recruiting and selecting staff.
School Policies are reviewed in line with Local and National Guidelines
All staff are made aware annually of the Whistleblowing Policy and know what steps to take if they suspect a member of staff of abusing a child

Information Technology
Schools in the Three Saints Academy Trust currently utilise a suite of 'Webscreen by Atomwide' products to ensure safe and controlled internet access for all staff and pupils. The capabilities of 'Webscreen by Atomwide' include:

Filtering inappropriate internet content, malicious code and other threats.
School has also installed 'IMPERO' monitoring on the PC equipment in school to monitor the usage and flag alerts.

Provide controlled social media access.

Assist schools in meeting the Prevent Duty by keeping children safe from terrorist and extremist material.

Detect expressions that are indicative of cyber-bullying or self destructive patterns

All internet usage, both success and failure, is logged for audit purposes.

The school and Trust Websites have:
- CEOP reporting button
- STOP button
- Need to Talk Button for concerns to be reported online (school websites only)
- STOP Extremism and Report Terrorists Online reporting button

13. EARLY HELP ASSESSMENT (EHAT)

This form should be used when we consider that a child has needs which cannot be met solely by the services or resources within the school, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Early Help Assessment Tool (EHAT). The request for coordinated support services for a family should always be discussed with parents. Designated staff will complete the form using information gathered. School will retain a secure copy. The Class teacher will be informed so as to monitor closely.

Where, following an assessment of a situation, it is considered immediate protective action is required; a child protection referral must be made by the DSL**. This referral will be made by telephone to the MASH Team on 01744 676600, followed up by email service request form (Appendix 5) to adultandchildrenteam@sthelens.gov.uk.** The EHAT should then be forwarded by the DSL via an EHAT/ICS transfer to the MASH Team.

If it is a child protection referral the DSL will complete the service request form using information gathered. School will upload a copy to CPOMS.

Parents will be informed that a referral has been made if it is thought that this will not endanger the child in any way. The Class teacher will be informed so as to monitor closely.

14. PROCEDURES - IF STAFF CONCERNED ABOUT THE WELFARE/SAFETY OF A CHILD
- Inform Designated Safeguarding Lead or Deputy DSL
- Log a concern onto CPOMS /complete a Safeguarding and Wellbeing concern form (Appendix 3)
- Child will be reassured
- Flow chart from Local Authority will be followed (see Appendix 2)
- See Appendix 11 Safeguarding Induction Sheet- in every class and handed to supply staff on arrival at Office

15. PROCEDURES – DSL NOTIFIED OF CONCERN ABOUT THE WELFARE/SAFETY OF A CHILD
- Concern will be logged via CPOMS
- If concern is significant or one of a catalogue of concerns a referral to Social Care will be made or an EHAT completed.
- Parents will be informed of the referral if this will not endanger the child/children
- If concern is not severe enough for a referral the parents may be called in to meet with the Designated Safeguarding Person or Deputy, an EHAT may be drawn up, FAM meeting may be called. Parents may be offered support or referred to another agency.
- Flow chart form Local Authority will be followed (See Appendix 2)

16. PROCEDURE - A CONCERN THAT PROFESSIONALS ARE NOT WORKING WELL TOGETHER

(See https://sthelenssafeguarding.org.uk/scp **for the Multi Agency Escalation Policy)**

If there is a concern that agencies are not working well together and as a result the child is not making good enough progress and is at risk, then the following procedures should be followed.

In most cases the lead professional should be the first contact-if that is not resolved then contact their manager

In cases involving social care, initial discussion should be with the social worker and followed in writing with a copy being sent to the respective team manager and the Safeguarding Partnership Business Manager. If this does not resolve the problem then the team manager should be contacted by telephone and in writing.

If the issue remains unresolved the operational manager should be contacted. If the issue remains a concern the services manager should be contacted. Once a case has been escalated the respective social worker and/or manager should provide a written reply within seven working days to the professional who has initiated the procedure. A copy of all correspondence and outcomes should be sent to the Safeguarding Service Manager.

17. MONITORING AND EVALUATION OF SAFEGUARDING AT THE THREE SAINTS ACADEMY TRUST

All vulnerable children are identified on a matrix of vulnerability. Those requiring specific academic support/intervention are identified on the SEND Provision Map. Both the provision map and matrix of vulnerability are reviewed half-termly and the impact of interventions/support monitored at the senior management team meetings.

18. EVACUATION AND LOCKDOWN
The school has a public address system. This allows all staff to be notified in emergencies.

The fire alarm system will be triggered in the usual way to signify an evacuation of the school premises. Children and staff will follow fire evacuation procedures as normal.

However, should the need arise; a code word will be used to indicate a lock down situation. All children will be taken into a classroom and kept with the members of staff there, with all windows and doors closed. A practice will take place once a year.

If a different code word is given this means that there is a serious incident with an intruder on the premises, staff will take all children into their classrooms, close all windows and doors, and barricade the door, hiding the children behind their desks etc.

A senior manager will give the instruction when it is safe to move from the classroom. Senior Managers will notify the relevant authorities if necessary**.**

19. SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING
The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020). The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK (see Part 3 of KCSiE 2020).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training.

20. WHAT SCHOOL SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN THE SCHOOL:
Staff and volunteers should feel able to raise concerns about poor and unsafe practice and potential failures in the school. See Three Saints Academy Trust's Whistleblowing Policy.

19. PROCEDURE - SAFEGUARIDNG CONCERN/ALLEGATION IS MADE AGAINST A MEMBER OF STAFF
 The vast majority of adults who work with children act professionally and provide a safe and supportive environment that secures the wellbeing and very best outcomes for children and young people in their care, however, children can be subjected to abuse by those who work with them in any and every setting.

Some professionals may feel vulnerable to false allegations. The length of time taken to deal with cases, plus the widespread publicity some cases attract can have a very damaging effect on children, the adults involved, their families

and their carers. It is in everyone's interests to have a rigorous, fair and timely system for dealing with allegations of abuse.

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in all cases in which it is alleged that a teacher or member of staff (including supply staff and volunteers) in a school that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

On receipt of such an allegation, the Headteacher must contact the Local Designated Officer (LDO) to seek advice within one working day.

If the concern/allegation is about the Headteacher the member of staff involved with will speak to the Chair of Governors or Chief Executive Officer and the LDO.

If the allegation concerns the Chief Executive Officer the Chair of Directors will be consulted.

The Three Saints Academy Trust has a duty of care to our employees. Our school ensures we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegations.

Initial Considerations
The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be serious that they require immediate intervention by children's social care services and/or police. The Headteacher/ DSL should be informed of all allegations that come to school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

Advice can be sought from the NSPCC Whistleblowing Helpline: 0800 028 0285

The following definitions should be used when determining the outcome of allegation investigations:
- **Substantiated**: there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiate**d: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- "**Unfounded"** to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances.

A copy of the Procedure for Managing Allegations Against People Who Work With Children and Young People and some suggestions to help professionals understand the types of allegations that may be dealt with under these procedures is available on the https://sthelenssafeguarding.org.uk/scp A copy of the referral form is attached at Appendix 10.

Role of the LDO

The LDO works within Children's Safeguarding Unit and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LDO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LDO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LDO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

USEFUL CONTACTS

Role/Agency	Name and Role	Contact Details
Designated Safeguarding Lead	Laura Rynn	0151 426 5869 laura.rynn@three-saints.org.uk
Deputy Designated Lead	Stacey McDowell Claire Martin	stacey.mcdowell@three-saints.org claire.martin@three-saints.org.uk
PREVENT SPOC	Laura Rynn	0151 426 5869 laura.rynn@three-saints.org.uk
LAC Designated Teacher	Laura Rynn	0151 426 5869 laura.rynn@three-saints.org.uk
Operation Encompass SPOCS	Laura Rynn Stacey McDowell Claire Martin	0151 426 5869 laura.rynn@three-saints.org.uk stacey.mcdowell@three-saints.org claire.martin@three-saints.org.uk
SENDCO Asst SENDCO	Emma Reed	emma.reed@three-saints.org.uk
Child Protection Governor	Helen Fryer	01744 678010
Director of Well-being	Linda Smith	linda.smith@three-saints.org.uk
School Nurse	Tracy McGlory	North West Boroughs Healthcare NHS Foundation Trust

		Moss Bank Children's Centre, Kentmere Avenue, Moss Bank, St Helens, WA11 7PQ Tel: 01744 624 313 Mobile: 07775015766 Email: victoria.bishop@nwbh.nhs.uk Secure Email: victoria.bishop4@nhs.net
St Helens MASH Team/ Contact Centre	Social Care	01744 676600
Out of Hours Duty Team		03450 500148
St Helens LADO		01744 671265
Virtual Head Looked After Children	Sarah Platt	01744 671617 sarahplatt@sthelens.gov.uk
St Helens Safeguarding Partnership		https://sthelenssafeguarding.org.uk/scp 01744 673337
SCIE Officer	Heather Addison	01744 673176 07584 262345 heatheraddison@sthelens.gov.uk
Early Help Partnership Manager	Andrea Holker	01744 671788 Andreaholker@sthelens.gov.uk
Early Help Partnership Coordinators	Kim Mooney Lyndsey Makin	Parr: 01744 671788 Atlas: 01744 671282 Mobile: 07841801757 **kimberleymooney@sthelens.gov.uk**
Education Welfare Service Children Missing in Education		01744 673356
PREVENT Development Officer	Georgia Lee	01744 677990 07920 710809 GeorgiaLee@sthelens.gov.uk
Head of Young Carers Service	Lorraine Pennington	Tel: 01744 67 72 79 Website:https://www.sthelensyoungcarers.org
Police Emergency		999
Non Emergency		101
Forced Marriage Unit	fmu@fco.gov.uk	020 7008 0151 (Monday to Friday 9-5pm)

		Out of hours: 020 7008 1550 (Global Response Centre)
Merseyside Police Channel Team Coordinator		0151 777 8328
Merseyside Police Channel Team		0151 777 8311
National Anti-Terrorist Hotline		0800 789 321
NSPCC Helpline		0808 800 5000
NSPCC 24 hour FGM Helpline		0800 028 3550 - fgmhelp@nspcc.org.uk
NSPCC Whistleblowing Helpline		0800 028 0285
NSPCC Modern Slavery Helpline		0800 0121 700
National Domestic Abuse Helpline		0808 2000 247 (24 hrs)
Operation Encompass Teachers National Helpline		0204 513 9990 8-11am Mon-Fri
Covid-19 Testing	https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested	https://self-referral.test-for-coronavirus.service.gov.uk/antigen Tel: 119