Rainford High
Child Protection and Safeguarding Policy
2023-2024

Everyone Matters

We expect our community to be kind, polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

Policy Owner	**Principal**
Scope of the Policy	This policy applies to all of the school community
Last reviewed by Governors	**June 2023**
Next review due	**June 2024**
Summary of key changes	Included updated section on online filtering and monitoring Included updated section on children missing in education and absent from education Included additional safeguarding sections to appendix 2 in line with KCSIE 2023 Added additional parent support links to appendix 2

Rainford Academy

Designated Governor: Rebecca Stafford
Designated Safeguarding Lead: Joe Kenyon
Deputy Designated Safeguarding Lead: Paula Litherland
Designated Safeguarding Officer: Mark Pendlebury
Designated Safeguarding Officer: Mark White
Designated Safeguarding Officer: Alison McCartney
Designated Safeguarding Officer: Liz Sheedy

Status & Review Cycle: Statutory Policy to be reviewed annually

1.0 Introduction

1.1 This policy has been developed in accordance with the principles established by:

This policy has been written in accordance with the principles established by:

- Education Act 2002
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006; Childcare (Disqualification) Regulation 2009 /2018
- Children and Families Act 2014
- Children and Social work Act 2017
- Data protection Act 2018: General Data Protection Regulations (GDPR) 2018
- Voyeurism Offences Act 2019 and with reference to the following key documents:
- Keeping Children Safe in Education September 2023
- Working Together to Safeguard Children 2018
- Guidance for Safer Working Practice 2022
- Disqualification under the Childcare Act 2006 (updated 2018)
- Protecting Children from Radicalisation: The Prevent Duty, 2015
- What to do if you're worried a child is being abused: Advice for Practitioners 2015
- Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018
- UKCISS Sexting in Schools and Colleges; Responding to incidents and safeguarding young people

- Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation
- Statutory guidance on FGM • Searching, Screening and Confiscation: Advice for Schools 2022
- Behaviour in Schools: Advice for Headteachers and School Staff 2022
- Working Together to Improve School Attendance 2022
- When to Call the Police
- PACE Code C

Safeguarding means: protecting children from abuse and maltreatment**;** preventing harm to children's physical and mental health or development; ensuring children grow up with the provision of safe and effective care; taking action to enable all children and young people to have the best outcomes. Child protection is part of the safeguarding process. Children includes everyone under the age of 18.

1.2 The Board of Trustees takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 We recognise that **all adults**, including temporary staff, volunteers, governors and trustees, have a full and active part to play in protecting our students from harm, and that every child's welfare is our paramount concern.

1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, mental, physical and moral development of the individual child.

1.5 The aims of this policy are:

1.5.1 To support the child's development in ways that will foster security, confidence and independence.

1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse **(Reference Appendices 1 and 2 where information is provided on current concerns).**

1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

1.5.5 To emphasise the need for good levels of communication between all members of staff.

1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a central record is kept for audit.

1.5.9 To protect children from radicalisation and extremism.

1.6 The Safeguarding Team structure

The safeguarding team is made up of 6 members of staff who will be referred to as Designated Safeguarding Officers (DSO's). In the team there is a Designated Safeguarding Lead (DSL) and a Deputy Safeguarding Lead (DSL)

The Designated Safeguarding Lead is a member of the Senior Leadership Team called Joe Kenyon. The safeguarding team comprises of a Deputy Designated Safeguarding Officer called Paula Litherland along with the Designated Safeguarding Officers who are Mark Pendlebury, Mark White, Liz Sheedy and Alison McCartney. These Officers have undertaken the relevant training followed by annual updates.

The responsibilities of the Designated Safeguarding Lead are outlined in Section 3.1. In the absence of the DSL the Deputy Senior DSL will assume these responsibilities. The DSL will be supported by the other DSO's in the Safeguarding Team in carrying out these responsibilities.

Please see Appendix 3 for contact details.

The following staff will also receive Working Together Training to support a greater understanding of Safeguarding processes which will be supportive to their roles although there will not be an expectation that they lead on safeguarding cases:

Charlotte Lawrenson

Louise Greenall

Lauren Hill

1.7 Equality Statement:

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

- Have special educational needs (SEN) or disabilities (see section 4.5)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

2.0 Safe School, Safe Staff

2.1 We will ensure that:

2.1.1 All members of the board of trustees and local governing bodies understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school follows St Helens local authority procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS (Disclosure and Barring Service) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a senior leader has Designated Child Protection/Safeguarding Lead (DSL) responsibility
- On appointment, the DSLs undertake interagency training and other relevant training provided by the Local Authority and refresh their knowledge through continued CPD each year. The DSL attends DSL networking and CPD events through the Local Authority.

- all other staff have Safeguarding training twice annually plus safeguarding curriculum training and updates. See Appendix 5 for more information.
- any weaknesses in Child Protection are remedied immediately
- a member of the governing body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal.
- Child Protection policies and procedures are reviewed annually and the Child Protection policy is available on the school website or by other means
- The Board of Trustees and local governing body considers how children may be taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through relationship and sex education. Please read this in conjunction with our Relationship and Sex education policy.
- That enhanced DBS checks are in place for all of the governors and trustees.

2.1.2 The DSL's who are involved in recruitment, the senior leadership team and at least one member of the board of governors will also complete safer recruitment training to be renewed every 5 years

2.1.3 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with. All members of staff are provided with a copy of the latest Keeping Children Safe in Education document in September of each academic year. Staff sign for receipt of the document and confirm they have read it part 1.

2.1.4 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

2.1.5 Details of Safeguarding Procedures are included in the Staff Handbook.

2.1.6 All other staff, governors and trustees, have child protection awareness training, arranged by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

2.1.7 All members of staff, volunteers, governors and trustees know how to respond to a pupil who discloses abuse through delivery of safeguarding training.

2.1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy on the school website.

2.1.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

2.1.10 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO team (Local Authority Designated Officer) for advice, and that any member of staff found not suitable to work with children will be reported to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer. (The LADO contact details are in Appendix 3).

2.1.11 Visitors to Rainford are provided with safeguarding information on arrival so they know our expectations and how to report any concerns.

2.2 Our procedures will be regularly reviewed and up-dated.

2.3 The name of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.4 All new members of staff will be provided with a copy of our safeguarding statement, and child protection policy, with the DSOs' names clearly displayed, as part of their Induction into the school. New members of staff are provided with a copy of the latest Keeping Children Safe in Education document and it is made clear that they must read part 1 of this document.

2.5 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school newsletter/website.

2.6 Current Priorities 2023-24:

Our key priorities for safeguarding are:

1. Mental Health and Well-being
2. Online Safety
3. Child Exploitation
4. Neglect
5. Child on Child Abuse

These priorities are in line with local area priorities and our school priorities focus areas to safeguard our pupils both in school and outside of school where we know young people are exposed to many risks.

We address these priorities through our safeguarding curriculum and staff training.

We recognise that often barriers can exist when recognising abuse and neglect among students, particularly those with special education needs and disabilities. As a result of this

we have a member of our safeguarding team (our Deputy Designated Safeguarding Lead) who has worked closely with our special education needs students previously and now takes responsibility for working closely with learning support assistants to recognise safeguarding concerns. This is overseen by the Designated Safeguarding Lead and SENDCO. Our Designated Safeguarding Lead also provides supervision to the SENDCO.

2.6 **Radicalisation and Extremism**

2.6.1 The National Prevent Strategy

Rainford High supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism.

The 4P's are:

Protect - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. This work focuses on border security, the transport system, national infrastructure and public places

Prepare - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath

Pursue - to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas

Prevent - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

Whilst the first three strands are clearly the remit of the government and security services, the fourth one is one to which schools and those who work with young people in a wider setting such as Youth workers or Social Services can contribute. Rainford High School acknowledges this, supports the strategy and strives to take an active part of the Prevent section of the strategy both at a whole school and an individual level.

2.6.2

As part of the Government's counter terrorist strategy (Prevent) any radicalisation disclosures would be made to the first response team in St Helens. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is therefore vital that all staff at Rainford are able to recognise those vulnerabilities. Indicators of vulnerability might include changes in friendship groups, appearance and views and any other signs of

radicalisation. Early indicators of extremism include: showing sympathy for extremist causes, glorifying violence, evidence of possessing extremist or illegal literature, advocating messages similar to illegal organisations such as 'Muslims against crusades' or other non-prescribed extremist groups (such as 'The English Defences League') and secretive behaviour.

2.6.3

Raising awareness of the issue of radicalisation with staff, so that those who work with young people at Rainford, appreciate that they are part of a front-line strategy, and act accordingly. This is done through staff training, which is delivered and revisited at appropriate times through the year as opportunities arise. Rainford staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation. Staff undergo prevent training annually as part of our safeguarding training in autumn and they receive a refresher in spring. The safeguarding team receive further training to support their role, including how to complete referrals to the PREVENT team.

The Designated Child Protection Officers, and other key front-line staff will participate in additional training provided through St Helens LSCB. Pastoral staff will specifically monitor pupils under their care and curriculum and progress leaders will ensure that opportunities for combatting radicalisation should be taken when they arise directly in lessons, and indirectly all the time in making sure no student is marginalised or excluded from activities or learning.

2.6.4

As part of wider safeguarding responsibilities staff will be alert to and report using the School Safeguarding policy:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other local schools, local authority services, and police reports of issues affecting their pupils
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

2.6.5

At Rainford High, we are fully committed to co-operating with external agencies such as LAs, LSCBs, local Prevent co-ordinators or the police, and will maintain records of any child we have identified as being at risk. We recognise that we need to monitor access to the internet and ensure appropriate firewalls and filters are in place. Children are taught the risks to which they may be exposed while on the Internet e.g. being exposed to extremist views/doctrines etc within PSHE and ICT/Computing curriculum. If children come across inappropriate material they are told to report the incident to the nearest teacher who will pass this on to one of the DSO's and Agilysis to deal with. If staff have any concerns, they are to raise concerns with the DSO's in the school as they would any other safeguarding issue. If the DSO feels an external referral is necessary these should be made to:

St Helens MASH Team or relevant Local Authority Safeguarding Team

Merseyside Prevent Team

101 (non emergency police number)

999 if a student, or staff, is in immediate danger

DfE dedicated telephone helpline for non-emergency advice for staff and governors and trustees 020 7340 7264 and counter-extremism@education.gsi.gov.uk

2.7 Child on Child Abuse

2.7.1 Staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but is not limited to; bullying (including cyberbullying), gender-based violence/sexual violence/sexual harassment including sexting, violence against women and girls and so called 'initiation ceremonies'. At Rainford High we have a zero tolerance approach to any form of abuse, including sexual violence and sexual harassment. We know this form of abuse can happen anywhere and we remain vigilant towards this and we ask all parents and carers to do so. Staff know that they need to report all concerns and challenge any such behaviours. Staff work on a 'it can happen here' approach to ensure they stay vigilant to this.

2.7.2 What do we mean by sexual violence and sexual harassment between children? The departmental advice, when referring to sexual violence, refers to sexual offences as described under the Sexual Offences Act 2003. This includes rape, assault by penetration and sexual assault. The advice sets out that sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely to violate a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

For DfE guidance on sexual violence and sexual harassment between children please refer to:
Keeping Children Safe in Education 2023

It covers:
- what sexual violence and harassment is
- schools' and colleges' legal responsibilities
- a whole school or college approach to safeguarding and child protection
- how to respond to reports of sexual violence and sexual harassment Local advice and guidance can be found by following the link below:

https://sthelensscb.proceduresonline.com/chapters/p_sexually_harm_behav.html

2.7.3 Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child-on-child abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

2.7.4 We have minimised the risk of child-on-child abuse by:
- Expanding the Safeguarding Team to include an experience member of staff from the SEND department who now works in the pastoral team.
- Continuing to have a pastoral staff support lead for LGBT+ students.
- Introducing the Brook Sexual Behaviours Traffic Light Tool to the Pastoral and Safeguarding team. This is to be replaced by the LEA ERASE tool, whereby the DSL is going on training on this in May 2023.
- Introducing the Sharp reporting system to the student body.
- Raise the importance of Inclusion to the general student body through a number of initiatives.
- Equality society groups and events in the school
- Improved personal development, RSE and PSHE curriculum
- Relationships and Sex education days

2.7.5 At Rainford Academy we believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the academy and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy's Behaviour Policy.

Staff are aware of the importance that positive plays in maintain a safe environment for everyone to attend.

2.7.6 Allegations may be made against students by others in the academy, which are of a safeguarding nature.

Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil or where there is an imbalance of power within their relationships
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the academy
- indicates that other pupils may have been affected by this student
- indicates that young people outside the academy may be affected by this student. We will support the victims of peer on peer abuse through our pastoral support team and will call upon the expertise of external agencies as necessary.

2.7.7 We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our personal develop and safeguarding curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know who the Safeguarding Officers are
- Ensuring staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

2.7.8 Types of Allegations and Dealing with allegations:

Types of Allegations can include:

- Sexual violence and sexual harassment (including upskirting)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Abuse in intimate personal relationships between peers (sometimes known as ‘teenage relationship abuse’)
- Sexting (also known as youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent
- Initiation/hazing type violence and rituals
- Online abuse such as abusive, harassing and misogynistic messages, non-consensual sharing of indecent images and videos, and sharing of abusive or pornographic content to those who don’t want to receive such content
- Bullying

When a disclosure is the made the DSL and DDSL are made aware of the concern. The safeguarding team are aware of how to balance the victims wishes against our

responsibility to protect them and other children. We explain to all students that the laws around child-on-child abuse are there to protect them.

The DSL and/or the DDSL will complete a risk assessment based on the situation and appropriate measures will be put into place to maximise the safety of all pupils involved. This will include considering how we can try and keep the victim and alleged perpetrators a reasonable distance apart on school premises and also looking at school transport. We will provide support to all involved, including any witnesses, siblings and friends.

We are aware of the risk of social media being used as part of the fall out around any such incidents and we will provide advice to students and parents/carers around restricting the use of social media to support the well-being of those involved.

We regularly review incidents and safeguarding concerns to improve our practice and to consider how we can further strengthen our safeguarding curriculum, staff training and culture to make our pupils safer. We monitor student records to look for trends in behaviours so we can intervene with early help.

We keep clear records on all disclosures and actions taken.

Where appropriate we will apply other policies, such as our behaviour policy and suspensions and exclusions policy, to support in dealing with a situation.

Please refer to the **Management of Child-on-Child Safeguarding Allegations** policy for further information.

2.7.9

Please consult our Management of Child-on-Child Safeguarding Allegations policy for how we manage situations of children sharing nudes and semi nudes.

We are committed to our multi-agency and we will consult the Police and Children's services when we have a situation where a child is has been involved in the production, sharing or receiving nudes and we have reason to believe the child is in possession of such images on their devices. We will always work to safeguard all students involved.

For further information please consult 'Sharing Nudes and Semi-Nudes' department for education guidance from the UK Council for Safety.

2.8 Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff will not take pictures or recordings of pupils on their personal phones or cameras.
We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.
Guidance for the use of mobile phones by students is given in the Mobile Phone and Other Electronic Devices Policy.

2.9 LGBTQ+

2.9.1 The school aims…

- To provide an inclusive environment in which LGBTQ+ students and staff are valued and respected;
- To promote understanding of and support the needs of LGBTQ+ students and staff;
- To usualise LGBTQ+ awareness and issues through the provision of an inclusive curriculum;
- To monitor and tackle HBT, homophobic, biphobic or transphobic language and bullying and to ensure all of our students are safeguarded.

2.9.2 The school seeks to achieve these aims:

- By ensuring that school policies and practices are inclusive and supportive of LGBTQ+ people and
- Explicitly state that homophobic, bi-phobic or transphobic language and bullying are unacceptable;
- By providing training to staff in supporting LGBTQ+ students, developing an LGBTQ+-inclusive curriculum and tackling HBT language and bullying;
- By providing support structures and information/resources to LGBTQ+ students on LGBTQ+ issues and support services;
- By providing students with LGBTQ+-inclusive Relationships and Sex Education (RSE), opportunities to discuss gender identity and sexuality, and including LGBTQ+ people and themes in the PSRE and wider curriculum where relevant;
- By providing multiple ways for students to report HBT language and bullying, monitoring (including through staff and pupil surveys) and recording HBT language and bullying, as well as ensuring that students are aware that HBT language and bullying are wrong;
- By ensuring that the school library contains books with LGBTQ+ themes and that any assemblies,
- Projects or displays which celebrate diversity or tackle bullying are LGBTQ+-inclusive;
- By maintaining a gender-neutral dress code and ensuring that unnecessarily gendered aspects of school life are avoided;
- The school has an operational lead and a senior lead for LGBTQ+ to monitor the implementation of this section of the safeguarding policy and provide training and additional support and advice to students and staff.
- Introduction of the gender identity policy

3.0 Responsibilities

3.1 The Designated Safeguarding Lead is responsible for:

3.1.1 Referring a child if there are concerns about possible abuse, or radicalisation, to the Local Authority, and acting as a focal point for

staff to discuss concerns. Referrals should be made in writing, following a telephone call using the CYPS Service Request Form.

3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral. We use CPOMS for our secure record keeping. Staff receive training on record keeping twice annually to ensure everyone is clear and understands record keeping in relation to safeguarding and child protection concerns.

Staff are trained to have clear records and to:

- Record all concerns, discussions and decisions
- Use the child's own language where possible
- Ensuring all records include:
    - A clear and comprehensive summary of the concern
    - Details of how the concern was followed up and resolved
    - A note of any action taken, decisions reached and the outcome

3.1.3 Ensuring that all such records are kept confidentially and securely and are <u>separate</u> from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.

3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.

3.1.5 Liaising with other agencies and professionals.

3.1.5a The school works with and Local Safeguarding Partnership and seeks advice, guidance and support as necessary.

3.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

3.1.8 Organising child protection induction, and update training every year, for all school staff.

3.1.9 Providing, with the Principal, an annual report for the board of governors, detailing any changes to the policy and procedures; training undertaken by the DSO's, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised). Provide further repots on a termly basis to the safeguarding committee.

3.2 Raising concerns – Staff

<u>What should I do if I think a child is being abused?</u>

If a student makes a safeguarding disclosure to you, or you have **any** concerns regarding the safety, welfare or well-being of a student, it is your **DUTY OF CARE** to raise this with one of the designated persons listed above. This must be done without delay.

If none of the designated members of staff are available you should then contact the appropriate Safeguarding Unit – see Appendix 3.

If you have raised a safeguarding concern with one of the Designated People in school and you are not satisfied with the course of action that has been taken, you should then escalate your concerns with the Designated Safeguarding Lead, Joe Kenyon.

If you are still not satisfied with the course of action taken then you should raise your concerns directly with the Principal or with the St Helens First Response Team or the NSPCC.

We all have the responsibility to protect children!

School uses the CPOMS system and all safeguarding concerns must be logged on this. Staff MUST still raise their concerns directly with one of the school's Designated Safeguarding Officers.

3.3 Raising concerns – Visitors

If you have a concern about the safety or wellbeing of a student this must be reported to a member of the Designated Safeguarding Team. Please report to the main office and alert staff that you need to speak to a Safeguarding Officer. Please refer to the safeguarding leaflet that you will receive as you sign into school.

4.0 Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

4.2 Children who witness domestic abuse are also victims and will be provided with support. We recognise that children witnessing domestic abuse can have a lasting impact on a child.

4.3. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.4. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.5. Our school will support all children by:

4.5.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.5.2 Promoting a caring, safe and positive environment within the school.

4.5.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.5.4 Notifying Social Care as soon as there is a significant concern.

4.5.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

4.6 We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

We offer extra pastoral support for pupils with SEN and disabilities. Examples of additional support provided are: access to the Everyone Succeeds Centre at key times; allocation of key worker – refer to SEND policy for more detail.

4.7 We recognise 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. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. Please refer to the school's **Mental Health and Well Being Policy**.

4.8 We recognise that some students struggle with their mental health and have thoughts of suicide. We will provide support to these students and staff have received training in spotting signs of students as risk. Please see our **Suicide Safer policy** for further information.

4.9 We recognise that children may not feel ready or know how to tell someone they are being abused, exploited or negative and/or they might not recognise

their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this will stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)

4.91 We are aware of the importance of children having an appropriate adult to work with. We will provide students with an appropriate adult whenever we are working with them around safeguarding.

4.91 Students are encouraged to report concerns using one or more of the below methods:

- Verbal report to a member of the safeguarding team
- Verbal report to any member of staff
- Use of email or written communication
- Use of the school SHARP system, which has the option of being anonymous

5.0 Confidentiality

5.1 We recognise that all matters relating to child protection are confidential.

5.2 The Principal or DSOs will disclose any information about a child to other members of staff on a need-to-know basis only.

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

5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

5.5 When referring to social care we will always to do following week consent from parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with social services on this point.

6.0 Supporting Staff and Supervision

6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSOs and to seek further support as appropriate.

6.3 Supervision: all of designated safeguarding officers have a minimum of one Supervision session per half term with the Designated Safeguarding Lead of the Deputy Designated Safeguarding Lead. The Designated Safeguarding Officer Lead will have supervision sessions where needed with the Principal. The senior safeguarding officer will also be available on request for ad-hoc supervision/support sessions as required by members of the team.

7.0 Allegations against staff

7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

7.2 All Staff should be aware of St Helens LA Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

7.4 We understand that a pupil may make an allegation against a member of staff, a supply/cover teacher or volunteer.

7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.

7.6 The Principal on all such occasions will ensure that the content of the allegation is discussed with the Local Authority Designated Officer (LADO) if the criteria is met.

7.7 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Principal first.

7.8 The school will follow the St Helens Safeguarding Children Board and Local Authority procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

7.9 Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and Personnel Consultant in making this decision.

7.10 In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice as in 7.9 above and the CEO and Chair of Trustees will be informed.

7.11 Please see our allegations against staff and low-level concerns policies.

8.0 Whistle-blowing

8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy (St Helens Confidential Reporting Policy).

8.3 Whistle-blowing re the Principal should be made to the Chair of the Board of Governors whose contact details are readily available to staff (as pertinent to setting).

9.0 Physical Intervention

9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

9.2 Such events should be recorded on CPOMS and then reviewed by the DSL.

9.3 Staff who are likely to need to use physical intervention will be appropriately trained in Positive Handling techniques.

9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

9.5 We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.[1]

9.6 Please our safe touch policy.

10.0 Anti-Bullying

10.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms: cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents. Please refer to section 2.7 Child on Child abuse.

11.0 Racist Incidents

11.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to

[1] 'Guidance on Safer Working Practices is available on the DfE website

consideration under child protection procedures. We keep a record of racist incidents.

12.0 Prevention

12.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The school community will therefore:

12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

12.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

12.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include ant bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

12.2.5 Ensure all staff are given a copy of the policy on an annual basis.

13.0 Health & Safety

13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and when away from the school and when undertaking school trips and visits.

14.0 Children Missing or Absent From Education, School or home

14.1 A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse, sexual exploitation or criminal exploitation, or

issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. See Appendix One for further Information.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

The attendance and safeguarding in school will ensure that procedures are followed for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and criminal exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

If a vulnerable student, who is a cause for concern, is absent from school a home visit will be arranged without delay.

Where reasonably possible, we hold more than one emergency contact number for each pupil/student. This is to enable school to make contact a responsible adult when a child is missing in education and is also identified as a welfare and/or safeguarding concern.

14.2 If a student goes missing from the school site, during the school day, the school will try to inform the parents/carers. The school will also alert Police if there are any safeguarding or wellbeing concerns.

14.3 If the school becomes aware that a child is missing from care or home the DSL will ensure that this has been reported to the police and that other relevant agencies are aware. For example, if a child who is looked after is missing the school will ensure the Social Worker is aware of this.

Children Absent from Education

Children being absent from education for prolonged periods and /or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly country lines.

When a student is identify as being absent from education school follows the first day absence procedures to identify reasons for absence. When absences repeat then the pastoral and safeguarding team review absences to identify causes for concern and patterns. The teams then will make contact, carry out home visits and invite parents/carers in for meetings in line with our attendance support escalation procedures, as shown in our attendance policy. The pastoral and safeguarding team take a proactive approach to supporting children who are absent from education. This includes offering various intervention and support, such as:

- Youth engagement support
- Pastoral mentoring
- Mental health and well-being support
- Support with progress
- Key worker support
- Special educational needs support
- Early assessment and support
- Young carers
- Children's services referral
- Engagement in extra-curricular activities
- Agreed times in our Everyone Succeeds Centre

This is not an exhaustive list. It provides examples of the strategies that may be used.

We will make appropriate referrals to children's services where needed. For children who have a social worker, we will work closely with them to support improved attendance. For children in care we will notify the Virtual School to request support and guidance on how to improve their attendance. We will consult with the education welfare service and local authority support processes to provide the child and family with the required support to improve attendance.

Elective Home Education (EHE)

When a parent/carer decides to electively home educate, we will work with he family to see if we can provide any additional support, advice and guidance to try and maintain the child in school. If a parent/carer continues with their intention then we

will notify the local authority of this so that they can contact the family to provide support.

15.0 Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governor and Trustee visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of trustee minutes
- Logs of bullying/racist/behaviour incidents for SLT, Governors and Trustees to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of nurture room at lunchtime
- Annual internal audit
- Annual LEA S. 175 audit

15.0 Parent Support

We recognise that safeguarding is a difficult topic as there are different risks to our young people. We will provide information to parents about signs, risks and advice for them to support the safeguarding of their child. This will have a key focus on online safety and contextual safeguarding.

- Personal Development and Safeguarding Curriculum newsletters are sent to parents each half term which have different focus points.

16. Visitor Procedures

Rainford High has many types of visitors, those in a professional role, i.e. educational psychologists, supply teachers, social workers etc. those connected with the building, grounds maintenance, children's relatives or other visitors.

Safeguarding is our upmost priority and it is important that all visitors sign in at reception where appropriate checks will be carried out to check that you are allowed on site.

The reception team will ask you to provide the below details:

1. **Your name**
2. **Your purpose of your visit**
3. **Who you are meeting**
4. **If you are here in a professional capacity or work capacity, e.g. maintenance, then please explain who you work for and what work you are at school to carry out.**

If you are attending the school in a professional capacity or work capacity then you will be required to show reception your identification card and you will need to wear your ID along with your visitor badge. Reception should be expecting you.

We may ask you to provide us with details of your employer so we can confirm that you have the appropriate checks in place to come on site to complete the work you are at school to complete.

You will be picked up from reception by the staff member you are meeting. You will not be allowed on site without an escort unless agreed prior to arrival and there is a clear purpose for this.

Anybody attempting to access our site dishonestly or wrongfully will be reported to the Police immediately and your images from CCTV will be provided to Police along with any documents you have left.

Where we have adults coming onto site to work with our students we ensure that reception are aware of this, that appropriate checks have been carried out before hand or we will agree what checks need to be carried out on the day of visit.

No visiting adult will be allowed on their own with our child unless they have the correct checks in place, it is pre-agreed, has a clear purpose (for example a visiting counsellor or tutor) and we have confirmed the visitor is the correct person. This will require authorisation from the DSL/SLT or Pastoral as appropriate.

All event plans, such as assemblies or shows, have to be authorised by the Senior Leadership Team through our events planning processes. This process is overseen by the Designated Safeguarding Lead in advance of the visit.

Visitor procedures are overseen by the Designated Safeguarding Lead and Director for Business and Finance.

We prioritise the safety of our students. We ask that all visitors remain patient with reception whilst they carry out their relevant checks.

All visitors will be given a copy of our safeguarding key information leaflet to support them during their visit to the school.

17. Online Safety

We are aware of the online safety risks that our pupils face and the increased risks since post lock down. It is essential that children are safeguarded from potentially harmful and inappropriate online conduct, content, contact and commerce.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-

consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your child is at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

At Rainford we have our online safety policy and we review our online safety provision annually through an audit to ensure that our curriculum and measures in place are suitable and relevant in supporting the safeguarding our pupils.

Staff are provided annual online safety training so they are aware of the risks online, what to watch out for and they are trained in what to do if they have a concern, which is follow our safeguarding procedures of reporting the concern and record it so the safeguarding team can act accordingly.

Our computing department and RSE/PSHE curriculum are key in educating students on online safety but through staff training we have a whole school culture of keeping our pupils safe online. We review our online safety provision annually to ensure it is up to date and relevant and in line with DFE online safety guidance, such as the DFE January 2023 guidance on Online Safety.

We send out frequent updates to our parents through our personal development and safeguarding curriculum newsletter and we provide further online resources to our parents through our school website.

The DSL and DDSL receive monthly updates from the National Online Safety website on trends/updated risks online to stay fresh and relevant.

18 Online Filtering and Monitoring

We review our online filtering and monitoring systems annually so that we can ensure we have up to date systems that keep our children safe. We recognise the importance of effective online safety provision and robust filtering and monitoring processes to keep our children safe online, in line with keeping children safe in education 2023.

Currently we use the below systems to support keeping our children safe whilst on our school devices:

Filtering

Our internet filtering is integrated with our internet connection which is connecting to the London Grid for Learning, using software called Web Screen. We carry out regular testing of the filtering processes to check that it is working effectively by using checking packages and carry out pre-planned manual checks. Agilysis oversees the system and the Designated Safeguarding Lead works closely with the Agilysis team to check that effective systems are in place. We report any concerns to the provider.

Device monitoring

To monitor the use of our school devices, both in school and devices that are loaned out to home, we are monitoring using Securus monitoring software. This provides monitoring of all activity on the devices including internet searches, emails, chat and anything that is typed at the key board. It will raise alerts with the safeguarding team by sending a record of the concern with the associated details, such as device name and username.

The Designated Safeguarding Lead and Agilysis regularly review the alerts systems. When concerns are identified the safeguarding team will investigate the concern and respond to it appropriately in line with the safeguarding and child protection procedures outlined in this policy.

Classroom screen monitoring

We use a package called AB tutor to enable the class teacher to monitor all computers in a given classroom when they are leading a lesson. The teacher monitors the usage of the computers and takes control of the devices where needed. This is to enable effective classroom teacher monitoring.

We review our systems annually to identify any new or updated software packages that will strengthen our systems further. We recognise the need to continually review and keep up to date with the evolving online landscape.

We review our systems, processes and provision in line with the 'Meeting digital and technology standards in schools and colleges' guidance March 2023.

Education, Support and Training

We provide staff training annually on the use of filtering and monitoring so that staff understand their roles and responsibilities in regard to keeping children safe online when using school devices in school.

In School

Staff responsibilities include:

- Setting clear expectations and rules around use of devices in a lesson, in line with our behaviour expectations, school ethos and acceptable use policy
- Maintain a high presence in the classroom, monitoring the use of devices
- Utilising AB tutor to support their monitoring of school devices
- Restricting all use of student own devices as we cannot safeguard them effectively on their own devices in the same way we can on school devices. Any such use must be under exceptional circumstances and closely monitored. Students are not allowed to use their mobile devices around site without authorisation, any such use will result in a confiscation.
- Plan lessons carefully to safeguard students from harmful content
- Consider what harmful material may be associated with a particular task or topic
- If any concerns are identified then the staff member must react fast and use the principals of CARE – Communicate, Act, Record and Evaluate. If a student is

accessing unsafe content, then the teacher needs to restrict the computer access and call for a member of the safeguarding team.

- The safeguarding team will investigate concerns and apply the safeguarding and child protection policy to deal with any concerns and involve external agencies where required. The safeguarding team will keep detailed records of the concern, the action taken and any follow up support and intervention, such as referrals to PREVENT.
- Maintain a culture of continual learning with regards to online safety.
- Students and staff to understand the acceptable use policy for devices and internet
- Staff to educate students on the risks associated online and how to stay safe online, in line with online safety guidance DFE 2022.
- Parents to be provided with support materials to help keep their children safe online at home.

At home

The school's filtering software does not work when students use their school devices at home on their own WIFI network, unless the student is accessing the internet through our VPN. Therefore, we strongly advise parents set up their own filtering and parent controls. Further information can be found on the NSPCC website using links below and see appendix two for further links to support.

Keeping children safe online | NSPCC

Use Parental Controls to Keep Your Child Safe | NSPCC

The Securus monitoring software does remain operational when a device is at home as it continues to monitor the usage of the device and it will send alerts to our safeguarding team when connected to the internet.

The alerts are monitored during school working hours from 8:45 until 3:15pm. Alerts that are received outside of the working hours will be reviewed and dealt with, as appropriate, during the next school day. Securus alerts are not monitored during holidays, weekends or evenings, but they will be reviewed when the school is next open.

It is a parental responsibility to monitor the use of devices at home and keep their children safe online. Parents must not assume that school are monitoring the devices at all times as this is not the case. Parents must not assume that their child is safe on a school device at home. Children are at risk on school devices at home like any other devices, we have monitoring software but the software does not prevent access to harmful content. Monitoring software is not the same as filtering software. Parents need to restrict the internet content and place parental locks on to try and prevent children access such content.

Parents should consider placing internet access devices in public areas of the house to promote openness and increase the opportunities to monitor the device usage.

Parents need to consider devices such as game consoles, mobile phones, tablets and smart devices, such televisions.

Education:

We provide students with education on online safety, filtering and monitoring in Computing lessons and PSHE/RSE lessons. This is reviewed annually as part of our annual online safety provision audit in line with DFE guidance for online safety 2023.

The Designated Safeguarding Lead is the lead on the school's filtering and monitoring systems and processes, online safety and the training and education.

We recognise that our children with special educational needs and disabilities are vulnerable to being unsafe online and we have considered this in the online safety curriculum planning and delivery to provide them with education that meets their needs. Staff who teach our core curriculum group have received additional training and guidance around online safety, filtering and monitoring.

19 Serious Violence

At Rainford we have zero tolerance for acts of serious violence and we will work closely with children's services and Police if an incident occurs. We recognise the links between serious violence and exploitation and abuse. Therefore, we take a safeguarding approach to all such incidents to protect the victims of the violence and all others involved such violence, including witnesses, but we will also take a safeguarding approach to the perpetrator to protect them from further harm.

We utilise our behaviour policy and suspensions and exclusions policies in all incidents of serious violence to protect all students.

This safeguarding and child protection policy reflects our approach to all safeguarding concerns, including serious violence.

20 Child Regularly Absent due to Illness

At Rainford, we recognise attendance and absence as a potential safeguarding concern. If a student is off our pastoral team follow their first day call procedures and they will contact parents/carers of students who are absent if we do not know the reason for the absence.

Students who are off regularly or who have been off longer term will be monitored by the safeguarding team and attendance manager. The below measures will be put into place to monitor the safety of the child:

1. Phone contact with family
2. Home visits and welfare checks
3. Regular parental meetings
4. Appropriate support to be put into place
5. Regular review of the case
6. Appropriate referrals to CAMHS, School Nurse and other agencies/support
7. Consideration of appropriate educational provision to support learning and return

Where we have continual concerns, we will consider referring to Children's Services and the Education Welfare Service for advice and support.

21 Children requiring mental health support

At Rainford, we provide support to students who require mental health and well-being support. We provide access to counselling services, mentoring, youth engagement and we make appropriate referrals to specialist services, such as CAMHS.

We have a team of mental health first aiders as well as a Senior Mental Health Lead.

Please see our Mental Health Policy for further information.

22. Asylum seekers and refugee students

Students who join us as asylum seekers or refugees will receive support from the below staff:

1. Support from the Everyone Helps team
2. Mental health and well-being triage and appropriate support
3. Support from the school safeguarding team
4. Regular reviews in school
5. School will liaise with external agencies
6. Support from the senior pastoral leader, responsible for vulnerable/disadvantaged student support

We will deal with each student on a case-by-case basis to build an appropriate level of support where possible.

23 Records Transfer

In the event that one of our pupils is transferring to a new school or education provider we will always ensure communication takes place to share required information in advance of their move to support the safe and effective transition.

In line with Keeping Children Safe in Education 2023, we ensure that we transfer any safeguarding and child protection records to the receiving school or educational provision within 5 school days.

This includes Year 11 moving onto Post 16 providers when we have confirmed where they have started, as well as all in year transfers or managed transfers to other schools.

We always make contact with our new pupil's old schools/providers to establish if any records will be sent to us so we have the required information.

During Year 6 to Year 7 transition the DSL will communicate with primary schools to establish any concerns so that appropriate support can be put into place as part of the transition.

We record our interactions with other providers and when files have been transferred. The DSL and DDLS liaise closely over these processes.

We will transfer records via CPOMS record transfer if the receiving school has CPOMS. Otherwise, we will use other safe and secure methods of transfer.

This policy also links to our policies on:

- Behaviour
- Staff Behaviour Policy / Code of Conduct
- Prevent
- Whistleblowing/Confidential Reporting
- Anti-bullying
- Health & Safety
- SEND
- Allegations against staff
- Attendance
- Teaching and Learning
- Child on Child Allegations
- Safe Touch Policy
- PSHE and RSE Education
- Acceptable Use
- Recruitment and Selection
- Mental Health and Wellbeing Police
- Online Safety Policy
- Suicide Safer Policy
- Low level concerns policy

Appendix 1 – Keeping Children Safe in Education – Full Document

Keeping children safe in education 2023 (publishing.service.gov.uk)

Appendix 2 – Keeping Children Safe in Education – Part 1

Keeping children safe in education 2023 (publishing.service.gov.uk)

Appendix 3

Recognising signs of child abuse

Categories of Abuse:

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

Signs of Abuse in Children:

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

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

Risk Indicators

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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

The school is part of the Operation Encompass initiative and any incidents of domestic violence in the family home is reported to school by the local police force. Relevant information will be shared with staff as appropriate in order to fully support the children involved.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

- Reluctance to give information or mention previous injuries

Bruising

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

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

Bite Marks

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

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

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

The following may be indicators of emotional abuse:

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

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

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

Sexual Abuse by Young People

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

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

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

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

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

Assessment

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

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

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. The Brook traffic light tool is used by the pastoral and safeguarding teams: https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

The school also follows the Local Safeguarding Partnership protocols for Harmful Sexual Behaviour.

Recognising Neglect

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

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. The victim may have been

sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The following document provided guidance related to CSE:
https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-forpractitioners

For possible signs of Child Sexual Exploitation please refer to the indicators for Child Criminal Exploitation in Appendix 2.

Appendix 4 - Additional Concerns

Criminal and Sexual Exploitation of Children and Vulnerable Adults including County Lines

Definition

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, 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 young people, vulnerable adults and local communities.

Some of the signs to look out for:

• children who appear with unexplained gifts or new possessions;
• children who associate with other young people involved in exploitation;
• children who suffer from changes in emotional well-being;
• children who misuse drugs and alcohol;
• children who go missing for periods of time or regularly come home late; and
• Children who regularly miss school or education or do not take part in education.

Where staff have a concern around county lines they should inform a DSO immediately who will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police should be made. For further information please go to:

St. Helens Safeguarding Children Partnership - scp (sthelenssafeguarding.org.uk)

Child Sexual Exploitation

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

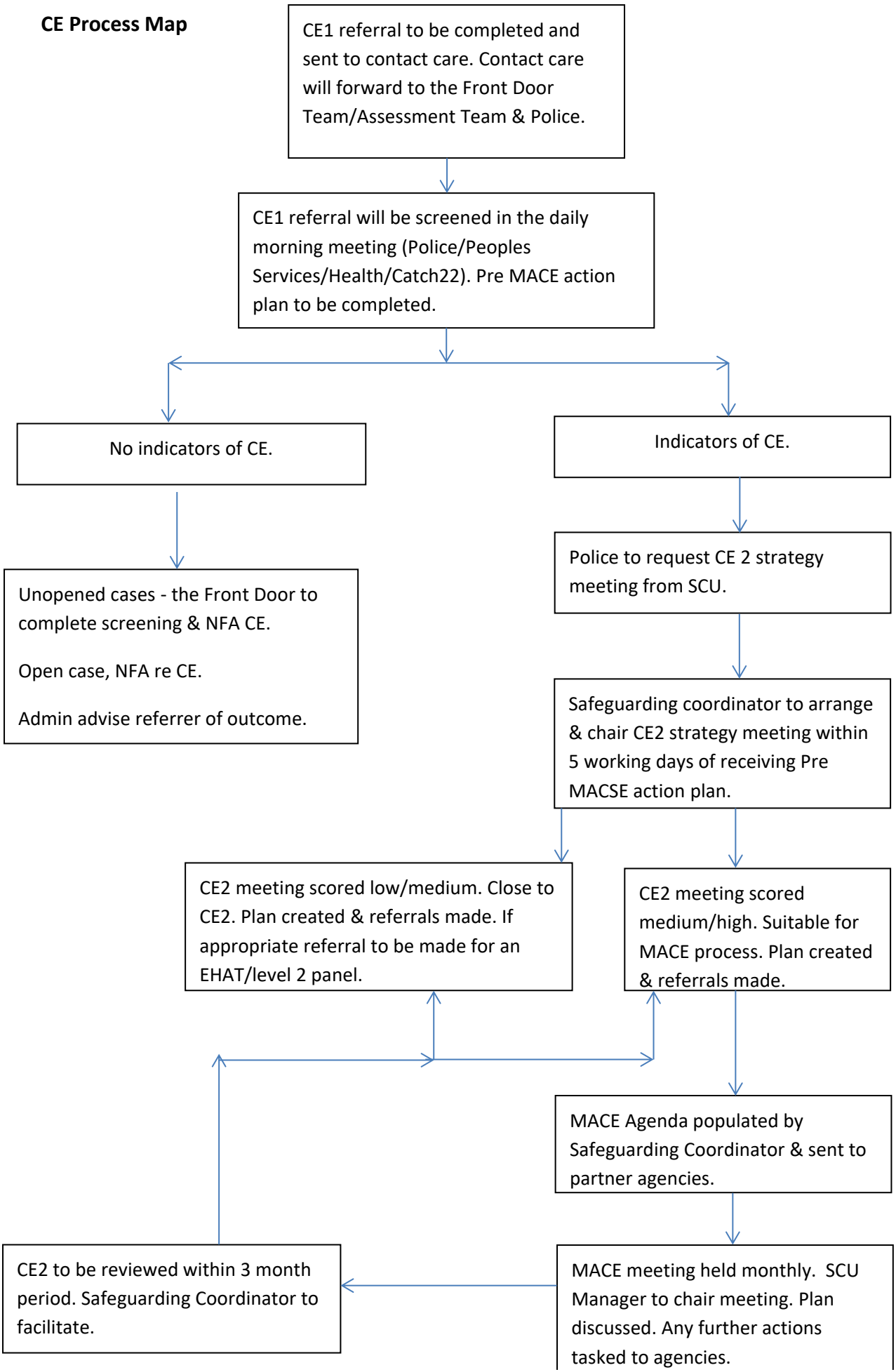
Signs of child sexual exploitation include the child or young person:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- increasing their screen time or showing unusual use of online platforms, such as websites, social media, apps or games
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

If you have any concerns regarding a child being sexually exploited then please contact the Police. If school identify any concerns then the local safeguarding policies and procedures will be followed including contacting the Police.

The flow chart below outlines the procedures that are followed when there are concerns that a young person may be subject to CSE – this is the Pan-Merseyside CE Protocol:

CE Process Map



Child Abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

At Rainford we provide students with keeping safe education through our PSHE curriculum and we communicate with parents/carers regarding any community concerns. Any concerns about child abduction would be reported to the Police immediately.

Knife Crime

Carrying a knife is a criminal offence under s.1 of the Prevention of Crime Act 1953 and s.4 of the Offensive Weapons Act 1996 (which inserted s.139A into the Criminal Justice Act 1988 (Offensive Weapons, Bladed and Pointed Articles on school premises). It is no defence for a student to assert that they were carrying a knife for their own protection or were carrying it for someone else.

The school recognises that knife crime is a national issue. Knife crime awareness has been incorporated into the PSHE programme and the school delivers a number of assemblies around this issue. Assemblies have been delivered by the Police and staff from the A & E department of local hospitals.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. If you have any concerns around Forced Marriage this must be passed on to the Safeguarding Team without delay.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Teachers have a mandatory reporting duty to report cases of FGM in under 18 year olds to the police. Any concerns regarding FGM must be passed on to the Safeguarding Team in school without delay.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

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

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.
Further information can be found on the St Helens Partnership website regarding local protocols by visiting the following link:

https://sthelensscb.proceduresonline.com/files/fgm_ma_pr.pdf

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

"Honour-Based" Violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Violence Trafficked Children and Modern Day Slavery

Human trafficking is defined by the United Nations High Commissioner for Refugees in respect of children as a process that is a combination of:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK. There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults

- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.
Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance.

Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Voyeurism (Offences) Act 2019 ("up-skirting")

Section 1 of the Voyeurism (Offences) Act 2019 inserts two new offences into the Sexual Offences Act 2003, at section 67A, criminalising certain acts of voyeurism. These offences are triable either way and carry a maximum 2-year prison sentence. They come into effect on 12 April 2019 and will not be retrospective. The new offences will apply in England and Wales.
These changes will: criminalise someone who operates equipment or records an image under another person's clothing (without that person's consent or a reasonable belief in their consent) with the intention of observing or looking at, or enabling another person to observe or look at, their genitals or buttocks (whether exposed or covered with underwear), or the underwear covering the genitals or buttocks, where the purpose is to obtain sexual gratification or to cause humiliation, distress or alarm.
• The offences are subject to a 2-year maximum prison sentence.

• Where committed for the purpose of obtaining sexual gratification, and relevant conditions are met, the offender will be made the subject of notification requirements.

Sexting

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who**

are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.
'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention
Report it to the Designated Safeguarding Lead (DSL) immediately.

- **Never** view, download or share the imagery yourself**,** or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If a 'sexting' incident comes to your attention, report it to your DSL. Your school's safeguarding policies should outline codes of practice to be followed.
For further information
Download the full guidance Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UKCCIS, 2016) at http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Private Fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.
It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.
The Law requires that the carers and parents must notify the Children's Services Department of any private fostering arrangement.
If the school becomes aware that a student is being privately fostered the DSL will inform the Children's Services Department and inform both the parents and carers that we have done so. The school has a mandatory duty to do this.

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Further information and guidance can be found on: Contextual

Safeguarding Network website, https://csnetwork.org.uk/

Children who are absent from education and missing in education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.

Staff monitor student attendance in line with our attendance policy and procedures.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under

16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

If school have concerns regarding domestic abuse then they will follow the local safeguarding arrangements.

Preventing Radicalisation

The **Prevent duty** All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard150 to the need to prevent people from being drawn into terrorism".151 This duty is known as the Prevent duty.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of Rainford High's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

The below list highlights risk factors and signs of concern:

A child or young person at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a child, young person or adult learner is showing at risk behaviour, we will explore this further to see if we need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet

- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about ‘us’ and ‘them’

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as ‘other’ - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

High Risk

High risk means a child, young person or adult learner is at significant risk. There’s evidence that they’re currently exposed to terrorist or extremist activity and there’s a significant risk to their safety.

If they’re showing high risk, criminal behaviour, the we will tell the police immediately.

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a ‘kill list’ or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

Where we have a PREVENT concern we will refer to PREVENT.

Making a referral to Prevent - GOV.UK (www.gov.uk)

Sexual Violence and Sexual Harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

At Rainford we have a zero tolerance to sexual violence and sexual harassment.

If we have a concern that a young person is involved in violence then we will follow our local safeguarding procedures and contact the Police where appropriate.

Serious Violence

There are a number of indicators which may signal 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 and may be at risk of criminal exploitation

If we have a concern that a young person is involved in violence then we will follow our local safeguarding procedures and contact the Police.

Appendix 5 - Support Links:

Online Safety – Support for Children

Childline | Childline for free and confidential advice

Report Harmful Content - We Help You Remove Content to report and remove harmful online content

CEOP Safety Centre for advice on making a report about online abuse

Online Safety – Parental Support

Parents and Carers Toolkit | Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

Common Sense Media: Age-Based Media Reviews for Families | Common Sense Media provide independent reviews, age ratings, & other information about all types of media for children and their parents

Support for parents and carers to keep children safe online - GOV.UK (www.gov.uk) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

Information, Advice and Support to Keep Children Safe Online (internetmatters.org) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

NWG-MCF-Parents-Leaflet.pdf (mariecollinsfoundation.org.uk) Marie Collins Foundation – Sexual Abuse Online

Home (lgfl.net) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

Stop It Now! UK and Ireland | Preventing child sexual abuse can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

The Lucy Faithfull Foundation | Preventing Child Sex Abuse can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

CEOP Education (thinkuknow.co.uk) provides support for parents and carers to keep their children safe online

Parent Zone | At the heart of digital family life provides help for parents and carers on how to keep their children safe

Talking to your child about online sexual harassment: A guide for parents | Children's Commissioner for England (childrenscommissioner.gov.uk) This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

Appendix 6 - Contact details for reporting concerns

Contact Details for Designated Safeguarding Staff at Rainford High

Designated Safeguarding Lead:

Joe Kenyon ~ Vice Principal

Email: j.kenyon@rainford.org.uk **Tel No:** 01744 885914

Deputy Designated Safeguarding Lead

Paula Litherland ~ Deputy Designated Safeguarding Lead

Email: p.litherland@rainford.org.uk **Tel No:** 01744 885914

Designated Safeguarding Officer:

Mark Pendlebury ~ Senior Pastoral Leader for Year 12/13

Email: m.pendlebury@rainford.org.uk **Tel No:** 01744 885914

Designated Safeguarding Officer:

Mark White – Senior Pastoral Leader for Disadvantaged/Vulnerable Students

Email: m.white@rainford.org.uk **Tel No:** 01744 885914

Designated Safeguarding Officer:

Liz Sheedy ~ Pastoral Leader Year 10 l.sheedy@rainford.org.uk Ext. 104

Designated Safeguarding Officer:

Alison McCartney – Pastoral Leader Year 9 a.mccartney@rainford.org.uk Ext. 124

Safeguarding Governor:

Rebecca Stafford – Please contact via the school office.

Reporting Concerns to Neighbouring Authorities

Local Authority Children's Care Contact Details:

St Helens
Main – 01744 676767 Out of hours: 08450500148

Knowsley
Main – 0151 4432600 Out of Hours: 0151 4432600

Lancashire
Main 03001236720 or 03001236722

Wigan
Main 01516062008 Out of Hours: 01942828300

Warrington
Main 01925 443322 Out of Hours: 01925 444400

Liverpool
24 Hour: 0151 2333700

Sefton:
Main 03451400845 Out of Hours: 0151 9343555

Further information are available on the Gov.uk website, Reporting Child abuse to a local council:
https://www.gov.uk/report-child-abuse-to-local-council

NSPCC Whistleblowing Advice Line:
If you are worried about a child, even if you are unsure, you can speak to the NSPCC by calling 0800 0280285 or by emailing help@nspcc.org.uk

Reporting Concerns to the Local Authority Designated Officer:

The St Helens LADO is Catherine Appleton and the LADO can be contacted on:

01744 671255/671271

Appendix 7 – St Helens Safeguarding Children's Partnership – Neglect and Anti-Bullying Appendix

Introduction

For all children, learning about relationships and making friends is a key part of their development. Conflict resolution, problem solving and maintaining friendships is all part of this journey. However, unfortunately for some children, they find themselves being the victim of bullying, whether this is face to face or online.
Bullying is a complex yet real issue. As with any displayed behaviour, it is important we understand what the child or young person is trying to communicate to us. Bullying is always unacceptable, and should never be tolerated, however by addressing underlying causes, we stand a better chance of making sustainable changes and ensuring our children have happy and healthy relationships.

Context and Rationale

This appendix has been created for schools following key learning from St Helens Safeguarding Children Partnership. Neglect is a prevalent issue across St Helens and remains a key priority area for the Partnership.
Neglect can have devastating consequences on a child's life, including on their relationships. If a child has not been nurtured or had the love and care that all children deserve, they can find themselves at risk of being bullied, or displaying bulling behaviours themselves.

Victims

Neglect may increase the risk of a child becoming a victim of bullying. This could be because:

- The child looks unkempt (i.e. unclean including unclean odour, poor dental hygiene, inappropriate clothing).
- A neglected child may (but not always) come from a low-income family and therefore may not be able to keep up with social pressures of having certain clothing/items.
- The young person may not have been shown love, care or warmth. This may mean that they were not shown the appropriate way to interact with other people, making it harder for them to do so in day to day life.
- A child who is neglected may have low self-esteem or anxiety which may make them vulnerable to being bullied.
- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. Children with special educational needs and disabilities can be at an increased risk of being bullied.
- A child who is tired or hungry may behave differently, as their basic needs have not been met and this will affect how they can function.

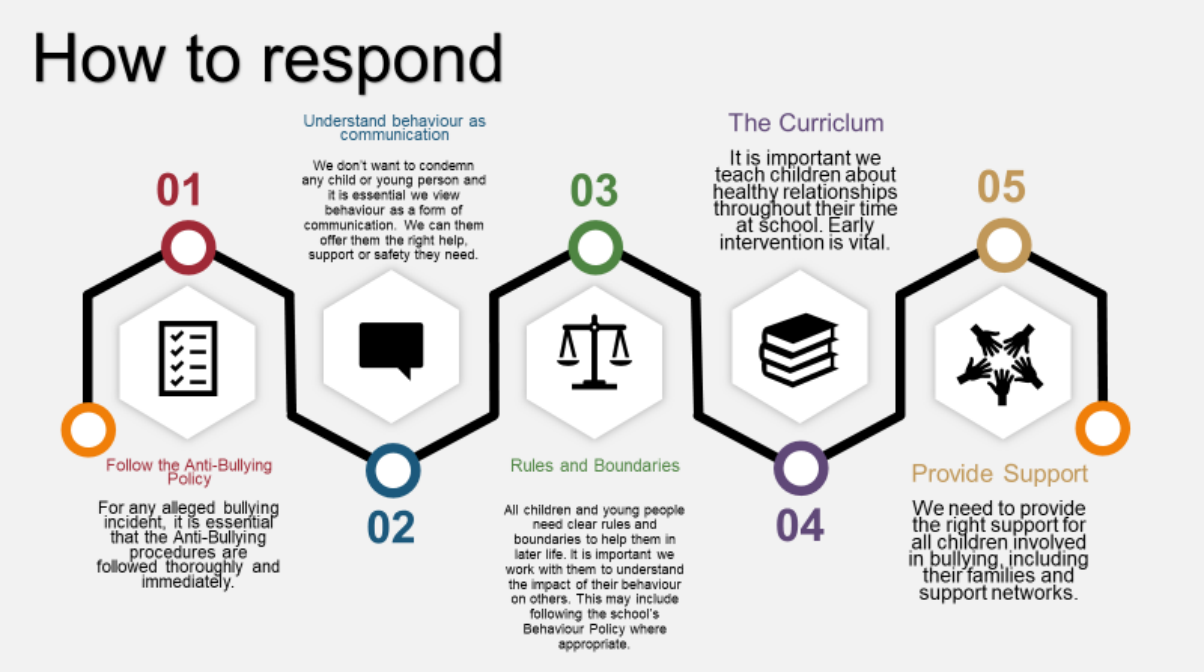
Children Who Display Bullying Behaviours

Neglect may also increase the risk of a child displaying bullying behaviours to their peers. This could be because:

- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. This could include social, emotional and communication difficulties which may impact on friendships.
- A child who has experienced neglect may lack the social skills to make friends. They may also have witnessed domestic abuse which can also distort their view on what a healthy relationship looks like.
- In addition, the consequential feeling of loneliness may cause them to present themselves as a more dominant force to other children.
- A child who has been neglected can feel anxious and out of control; they may therefore exert power over others to bring back the feeling of control.
- For any child who experiences abuse, including neglect, they may find themselves in 'survival mode'. The trauma they experience may place them in a state of heightened awareness (fight or flight) that can cause them to display instinctive irrational reactions, rather than the regulated response we often guide our children to make.

Opposing Views

There may be situations where there are opposing views as to whether a child is a victim or the one displaying the bullying behaviours. In these situations, it is important to not lose sight of the potential root causes of the behaviour. All incidents should be investigated thoroughly, and an impartial, evidence-based conclusion decided. However, it may be that following the outcome of the investigation, both the victim and the child displaying the bullying behaviour will need support.



Appendix 8 – Escalations

Escalation and Resolution

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern. Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with the local authority's Children and Young People Safeguarding Partnership's formal escalation policy to ensure a timely resolution.

https://sthelenssafeguarding.org.uk/scp/scp/workforce/useful-documents
SCPescalations@sthelens.gov.uk mash@sthelens.gov.uk

Appendix 9 - Police and Criminal Evidence Act (1984) – Code C

The Headteacher, Designated Safeguarding Lead (and deputies) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code. PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS. If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, such as seeking guidance from specially trained officers, they should ask to speak with a supervisor or contact 101 to escalate their concerns. A person about whom there are grounds to suspect of an offence, must be cautioned before being questioned about an offence, or asked further questions if the answers they provide give grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution. A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

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

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:

    a. a police officer;
    b. employed by the police;
    c. under the direction or control of the chief officer of a police force; or
    d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions, Further information can be found in the Statutory guidance PACE Code C 2019

Appendix 10 - St Helens Process for reporting concerns about children (Under 18)

St. Helens process for reporting concerns about children (Under 18)

You have a safeguarding concern
(This could be a suspicion, an allegation, an observation or a disclosure of abuse)

↓

Deal with any immediate danger
Contact 999 if appropriate

↓

Inform Manager/Child Protection Lead within your organisation

If your Manager/Lead is likely to be unavailable YOU must make the call to The Contact Centre team **01744 676767**

↓

Ring Contact Cares to make a referral
01744 676767
OR when needing to refer (out of hours) in an emergency
The Emergency Duty Team (EDT)
from 5pm on **0345 050 0148**

↓

The MASH Team

- Level 1- no further action or advice and signposting to a universal service
- Level 2- EHAT recommended to a partner agency or early help team
- Level 3 or Level 4- referral to a social worker within statutory services

St Helens **Safeguarding Children** Partnership

Chapter 1: Description of the four levels of need

The four levels of need are summarised in the diagram below. The descriptors of the levels are intended to help decision making in relation to considering levels of need and strengths; they should not be viewed as a replacement for professional judgement and line management advice. The levels are a guide; the needs of children, young people and families do not easily fit into categories or boxes.

Diagram 1: Summary of the four levels of need

Appendix 13 - Staff Training

We provide staff with regular training on safeguarding issues to support their knowledge, understanding and ability to spot safeguarding concerns.

Throughout each academic year we provide staff with regular safeguarding training which is delivered through the below:

- Autumn Safeguarding CPD training session, providing up to date training in line with keeping children safe in education 2023 and staff are required to read part 1
- Spring term Safeguarding CPD training session
- Refresher updates and briefings take place throughout the year

Examples of areas that we cover in our cycle of training are:

- Keeping Children Safe in Education training including staff reading part 1
- What is safeguarding
- Importance of safeguarding and local contextual issues
- Rainford safeguarding systems and processes, including the CARE principle of Communicate, Act, Record and Evaluate
- Referrals process and systems training
- Listening training
- Prevent training
- Staff allegations reporting procedures and whistle blowing policy
- Low level concerns policy
- Female Genital Mutilation
- Continuum of need
- Early help and how to identify a student who may need early help
- Contextual safeguarding
- Types of abuse and how to spot signs of concerns
- Online safety
- Child on Child abuse
- Language training for staff when discussing concerns
- Domestic abuse
- Child exploitation
- Serious violence
- Misogyny and the harmful impacts
- Safe touch and search procedures in line with policy and guidance
- Mental health and well-being
- Attendance
- Confidential reporting procedures for students
- Anti-bullying
- Training on delivery of our personal development curriculum
- Equality training
- Alcohol and drugs misuse
- Topical work on current safeguarding issues

Our pastoral/safeguarding team receive regular training each year to support their roles in responding to, managing and supporting safeguarding concerns.

Examples of training provided in 2022-2024 include:

- Level 3 Designated Safeguarding Lead and Deputy Safeguarding Lead Annual Training
- Annual Certificate in Understanding Sexual Harassment and Sexual Violence for DSLs and Deputy DSLs
- Annual Certificate in Online Safety training for Designated Safeguarding Leads and Deputies
- Prevent training
- Eating disorder training
- Drugs and alcohol misuse training
- Mental health and well-being training
- Child on Child abuse management training
- Early help training
- Neglect GCP2 training refresh

Governors receive annual safeguarding training to support their roles and ensure they are up to date with Keeping Children Safe in Education 2023.

All training schedules and content are reviewed throughout the year to ensure the training is relevant in line with school, local, national and international contexts/tends.