Appendix to Safeguarding Policy and Procedure
2018-2019

APPENDIX A:
The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS

1.1 Refer all safeguarding cases, including Early Help, to the **Integrated Front Door (IFD)** and to the Police if a crime may have been committed.

1.2 Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

1.4 Escalate inter-agency concerns and disagreements about a child's wellbeing. Further information can be found here: https://www.wirralsafeguarding.co.uk/procedures/10-2-multi-agency-escalation-procedure/

1.5 Have responsibility to ensure there is a Key Adult for Operation Encompass and the point of contact for Child Exploitation

1.6 To ensure that the Local Authority are notified if children are persistently absent or missing from education

2 RECORD KEEPING

2.1 Keep written records of Safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns

2.2 Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home (KCSIE 2018)

2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns

2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.

2.5 When a child leaves our school, the Designated Safeguarding Lead will make contact with the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school within two weeks. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service.

3 INTER-AGENCY WORKING AND INFORMATION SHARING

3.1 Co-operate and comply with Children's Social Care for enquiries under section 47 of the Children Act 1989.

3.2   Advocate that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent (Keeping Children Safe in Education 2018).

3.3   Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

3.4   Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

3.5   The school's information sharing policy is located …….. and refers to confidentiality in line with 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

4   TRAINING

4.1   Undertake appropriate training, **updated every two years**, in order to
- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention, e.g. WSCB thresholds of need
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

4.2   Ensure each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction training, must include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy.

4.3   Organise whole-school Safeguarding training for all staff members at least **every three years**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Link to access safeguarding training via WSCB is: https://www.wirralsafeguarding.co.uk/schools/

4.4   Keeping Children Safe in Education (2018) Part 1 has to be read by all members of the staff; and for everyone working directly with children and school leaders and staff that work directly with children should also read:

- ➢ Annex A of Keeping Children Safe in Education (2018)
- ➢ Employee Handbook
- ➢ Safeguarding Policy
- ➢ School's Behaviour Policy

Best practice would also see staff and leaders reading - 'What to do if you're worried a child is being abused', as it contains examples of the different types of safeguarding issues.

4.5   Ensure the school allocates time and resources every year for relevant staff members to attend training.

4.6   Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.7   Maintain accurate records of staff recruitment, induction and training.

WSCB School / College / Educational establishment training courses can be found here:

https://www.wirralsafeguarding.co.uk/schools/

5   AWARENESS RAISING

5.1   Review the safeguarding policy and procedures annually and liaise with the school's governing body to update and implement them

5.2   Make the safeguarding policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that may follow.

5.3   Provide an annual briefing to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews.

6   QUALITY ASSURANCE

6.1   Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).

6.2   Complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Board.

6.3   Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4   Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

7   SUPERVISION AND REFLECTION

7.1   Working to ensure children and young people are protected from harm requires sound professionals judgements to be made. It is demanding work that can be distressing and stressful. It is therefore essential that staff involved in this work have access to advice and a robust process of reflection/ supervision to help them reflect upon and review their work.

7.2　The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case. A guidance document published by the Wirral Safeguarding Children Board for undertaking safeguarding reflection is published on the WSCB website and can be accessed here:

https://www.wirralsafeguarding.co.uk/procedures/

APPENDIX B:
Safeguarding Procedure

1　DEFINITIONS

1.1　**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children**.**

1.2　**Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital,   is a child and is entitled to the same protection and services as anyone younger.

1.3　**Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.4　**Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5　**Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6　**Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined as:
- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

All staff must have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff must be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse; and on how the risk of peer-on-peer abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported. More support can be found:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

1.7   **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

2   CATEGORIES OF ABUSE

2.1   **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

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

2.4   **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

There are three thresholds for and types of referral that need to be considered:

Is this a child with additional needs; where their health, development or achievement may be adversely affected? Practitioners should follow Wirral's Guide to Integrated Working, November 2015.

- Age appropriate progress is not being made and the causes are unclear; or

- The support of more than one agency is needed to meet the child or young person's needs.

   If this is a child with additional needs discuss the issues with the Family CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a Family CAF to be completed.

   Is this a child in need matter? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are SEND (and as such can face additional safeguarding challenges).

   If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral.

   Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

   If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the Integrated Front Door by the school as soon as possible.

   https://www.wirralsafeguarding.co.uk/public/concerned-about-a-child/

APPENDIX C:
FURTHER INFORMATION

1   **Female Genital Mutilation:**

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

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

1.1   **Indicators**

   There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

   Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant

persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

1.2   Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

1.3   Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve the Integrated Front Door as appropriate.

2   Fabricated Illness:

2.1   Staff must be aware of the risk of children being abused through fabricated illness. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:
- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

2.2   Where this is identified and considered a risk a referral will be made to **The Integrated Front Door (IFD)** for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists etc.

3   Gang and Youth Violence:

3.1   Children and Young People who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include access to weapons

(including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence and substance misuse

3.2 **Indicators may be (age in brackets):**
- Troublesome (7-9; 10-12)
- High daring (10-12)
- Positive attitude towards delinquency (10-12)
- Previously committed offences (7-9)
- Involved in anti-social behaviour (10-12)
- Substance use (7-9)
- Aggression (7-9)
- Running away and truancy (7-9; 10-12)
- Marijuana use (10- 12)
- Disrupted family (7- 9; 10-12)
- Poor supervision (10-12)
- Low academic achievement in primary school (10- 12)
- Learning disability (10-12)
- Peers involved in crime and/or anti-social behaviour (7-9; 10-12)
- Marijuana availability (10-12)
- Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12)

(Preventing Youth Violence and gang Involvement for Schools and Colleges – Home Office)

4   Faith Based Abuse:

4.1   Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'

4.2   When this type of abuse is suspected staff will make a referral will make a referral to Wirral MASH for support and guidance. School may request the advice and support of MEAS service in making their assessments.

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

5   Risk to Trafficking:

5.1   Article 3 of the Palermo Protocol to Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

(a)   "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

(b)   The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.

(c)   The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in sub-paragraph (a) of this article

(d)   "Child" shall mean any person under eighteen years of age.

5.2   Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

5.3   If a member of the school staff suspects that a child may have been trafficked they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children's social care are contacted immediately.

6   Risks Associated with Parent/Carer Mental Health:

6.1   The majority of Parents who suffer mental ill-health are able to care for and safeguard their children and/or unborn child.

Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in 'working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

6.2   Our approach is to recognise; seek support; instil preventive factors and monitor.   The Integrated Front Door can provide links and support with Wirral Adult Social Care if required. Designated teacher should seek support through TAF with family support but escalate to the Integrated Front Door if they are concerned that the child involved is being placed at immediate risk of harm. The *CAMHS and Early Help Resource-and-Information-Pack* details the Early Help services available to children, young people and their families. The offer includes mental health support services

https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/

7 Drugs and Alcohol:

7.1 Children can be at risk of drugs and alcohol directly and indirectly.

They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc.

8 Honour Based Violence and Forced Marriages:

8.1 Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

8.2 'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

8.3 For more information see;

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership

http://www.karmanirvana.org.uk/

9 Managing Allegations against staff:

9.1 The Local Authority Designated Officer for Allegations (**LADO) must be told of allegations against adults working with children and young people within 24 hours.** Chairs of Governors should refer to this guidance if there is an allegation against the headteacher. This includes all cases where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

9.2 The Local Authority Designated Officer for Allegations (LADO) in Wirral is: **Suzanne Cottrell:**

- ➢ **call 0151 666 4582**
- ➢ **email suzannecottrell@wirral.gov.uk**

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed by the senior manager in full and forwarded to the LADO via email within 24 hours. LADO referral form, flowcharts and information can be accessed here:

https://www.wirralsafeguarding.co.uk/professionals/lado-allegations

The LADO procedure does not replace safeguarding procedures and the **Integrated Front Door** must be contacted if you have a safeguarding concern about a child. If you require advice about your agencies response to an allegation please contact your HR provider.

The LADO can only provide advice and guidance regarding allegations in relation to a person in a position of trust. Any general safeguarding enquiries or concerns should be reported to Wirral Children's Services on 0151 606 2008 or 0151 677 6557 out of hours.   The LADO cannot provide advice to professionals subject to allegations, support and *investigation updates should be sought directly from the investigating agency or employer.*

10   Preventing Radicalisation:

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

10.1   Prevent

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('The CTSA 2015')

Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015.

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism."
This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:
- risk assessment,
- working in partnership,
- staff training
- IT policies.

Schools are expected to **assess the risk** of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies.

It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on **existing local partnership arrangements**. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent **awareness training** to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. *As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.*

Schools must ensure that children are safe from terrorist and extremist material when **accessing the internet** in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance is available on the WSCB website:

https://www.wirralsafeguarding.co.uk/radicalisation-and-extremism/

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support.
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

10.2   Channel

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels.

11   Child Missing Education:

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

11.1   A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing

from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

11.2 Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. An appropriated response is needed when a child has poor attendance or is regularly missing education. https://www.gov.uk/government/publications/children-missing-education

11.3 **All** schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

11.4 The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. **Schools should contact the Admissions section: Tel: 0151 666 4600.** This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

12   Child Exploitation (CE):

12.1   **Child Criminal Exploitation:** While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is:

CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In

return they are offered friendship or peer acceptance, but also cigarettes , drugs (especially cannabis), alcohol or even food and accommodation.

12.2   County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms.

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 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.

Further information and PAN Merseyside CE / CCE Documentation can be found here:

https://www.wirralsafeguarding.co.uk/child-criminal-exploitation-and-county-lines/

12.3   **Child Sexual Exploitation:** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Further information and documentation can be found here:

https://www.wirralsafeguarding.co.uk/child-sexual-exploitation-cse/

13   Online Safety:

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

➢ content: being exposed to illegal, inappropriate or harmful material
➢ contact: being subjected to harmful online interaction with other users
➢ conduct: personal online behaviour that increases the likelihood of, or causes, harm

For online safety, there is recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school.

13.1   Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school IT system or use of mobile data sources. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place; together with appropriate testing mechanisms. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks.   The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

For online safety, there is a recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school.

There is guidance below designed to help parents and carers to keep their children as safe as possible when online

https://www.wirralsafeguarding.co.uk/online-safety-guidance-parents/

14   Pre-Appointment Checks:

14.1   Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

14.2   When appointing new staff, schools and colleges must

- Verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009 and the Childcare Act (2006).
- schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school (Childcare Act 2006 – as amended).
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website;

- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and
- verify professional qualifications, as appropriate.
- carry out prohibition check for all staff with QTS
- complete a risk assessment for each volunteers to decide whether they need to do an enhanced DBS check or not. (Please note:, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check).

Further guidance can be found in Keeping Children Safe in Education (2018) this can be accessed here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

15 Single Central Record:

15.1   Schools and colleges must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and
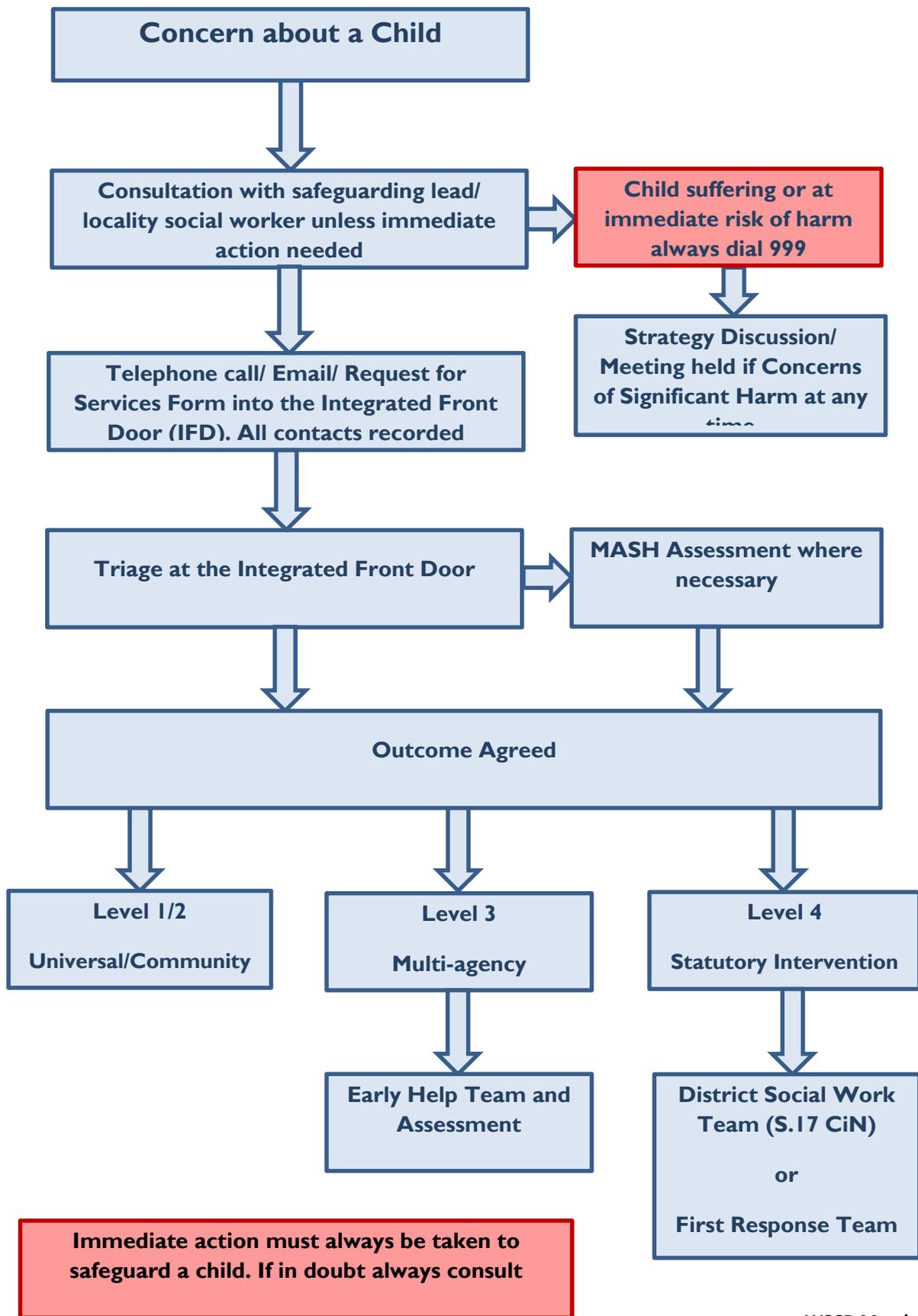- a check to establish the person's right to work in the United Kingdom.

15.2   For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received

15.3   Maintained school governors

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.
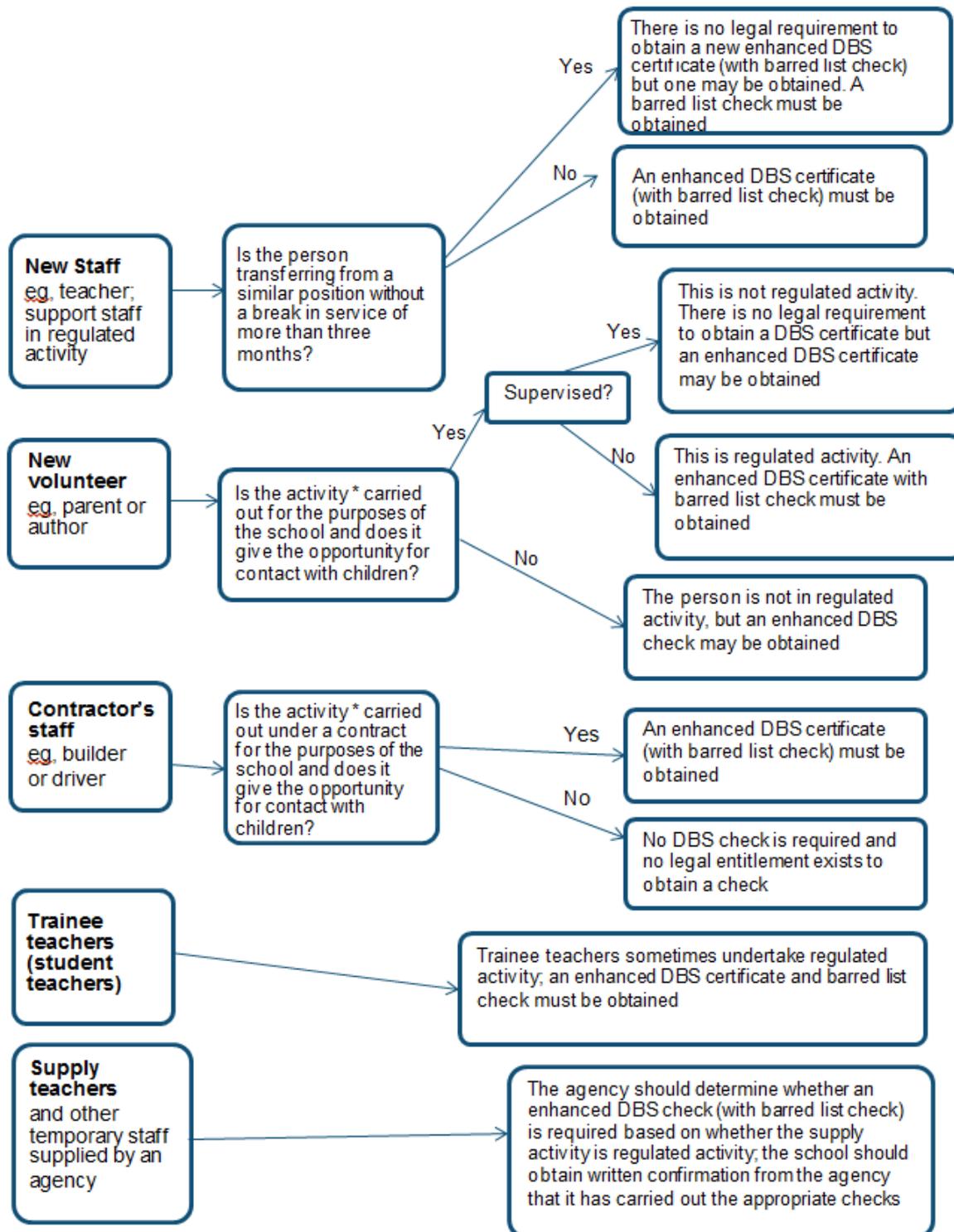
15.4   The SCR shall be updated in the light of any further legislation

Flowchart: Actions where there are concerns about a child

```
┌─────────────────────────────────┐
│      Concern about a Child       │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────┐      ┌─────────────────────────────┐
│ Consultation with           │─────▶│ Child suffering or at       │
│ safeguarding lead/          │      │ immediate risk of harm      │
│ locality social worker      │      │ always dial 999             │
│ unless immediate action     │      └─────────────────────────────┘
│ needed                      │                    │
└─────────────────────────────┘                    ▼
                │                      ┌─────────────────────────────┐
                ▼                      │ Strategy Discussion/        │
┌─────────────────────────────┐      │ Meeting held if Concerns    │
│ Telephone call/ Email/      │      │ of Significant Harm at any  │
│ Request for Services Form   │      │ time                        │
│ into the Integrated Front   │      └─────────────────────────────┘
│ Door (IFD). All contacts    │
│ recorded                    │
└─────────────────────────────┘
                │
                ▼
┌─────────────────────────────┐      ┌─────────────────────────────┐
│ Triage at the Integrated    │─────▶│ MASH Assessment where       │
│ Front Door                  │      │ necessary                   │
└─────────────────────────────┘      └─────────────────────────────┘
                │                                    │
                ▼                                    ▼
┌─────────────────────────────────────────────────────────────────┐
│                        Outcome Agreed                            │
└─────────────────────────────────────────────────────────────────┘
          │                    │                    │
          ▼                    ▼                    ▼
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Level 1/2        │  │ Level 3          │  │ Level 4          │
│ Universal/       │  │ Multi-agency     │  │ Statutory        │
│ Community        │  │                  │  │ Intervention     │
└──────────────────┘  └──────────────────┘  └──────────────────┘
                               │                    │
                               ▼                    ▼
                      ┌──────────────────┐  ┌──────────────────┐
                      │ Early Help Team  │  │ District Social  │
                      │ and Assessment   │  │ Work Team        │
                      │                  │  │ (S.17 CiN)       │
                      │                  │  │ or               │
                      │                  │  │ First Response   │
                      │                  │  │ Team             │
                      └──────────────────┘  └──────────────────┘
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┌───┐
│ Immediate action must always be taken   │
│ to safeguard a child. If in doubt   │
│ always consult   │
└───┘

WSCB March 2018

┌───┐
│ Integrated Front Door: 0151 6062008   │
│   │
│ https://www.wirralsafeguarding.co.uk/public/concerned-about-a-child/ │
└───┘

Flowchart: Disclosure and Barring Service criminal record checks and barred list checks

New Staff
eg, teacher; support staff in regulated activity

→ Is the person transferring from a similar position without a break in service of more than three months?

Yes → There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained

No → An enhanced DBS certificate (with barred list check) must be obtained

New volunteer
eg, parent or author

→ Is the activity * carried out for the purposes of the school and does it give the opportunity for contact with children?

Yes → Supervised?

Supervised? **Yes** → This is not regulated activity. There is no legal requirement to obtain a DBS certificate but an enhanced DBS certificate may be obtained

Supervised? **No** → This is regulated activity. An enhanced DBS certificate with barred list check must be obtained

No → The person is not in regulated activity, but an enhanced DBS check may be obtained

Contractor's staff
eg, builder or driver

→ Is the activity * carried out under a contract for the purposes of the school and does it give the opportunity for contact with children?

Yes → An enhanced DBS certificate (with barred list check) must be obtained

No → No DBS check is required and no legal entitlement exists to obtain a check

Trainee teachers (student teachers)

→ Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained

Supply teachers and other temporary staff supplied by an agency

→ The agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks

* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

1   What is SFEF?

Supporting Families Enhancing Futures (SFEF) is a new model for working with children, young people and their families across levels 3 and 4 (Team Around the Family, Child in Need and Child Protection) of the Wirral Continuum of Need.

2   The principles of SFEF

1. Understand the world of the child(ren).
2. Understand the world of the adults
3. Recognise family strengths as well as concerns.
4. Engage families in the change process.
5. Measure change through actions and interventions that lead to child-focused outcomes.

3   The lived experience

The focus of the model is on understanding how issues within the family affect the child's daily lived experience. After a referral is made the child is spoken to about their 'day' from the moment they wake up to the moment they go to sleep. In this process their thoughts and feelings will be explored.

7   The plan

The plan will identify: Recognised strengths of the family: What professionals are concerned about (what needs to change): Who is going to complete actions (and by when).

The plan will be reviewed regularly to measure positive changes to the lived experience of the child(ren).

7 Minute Briefing:
Supporting Families Enhancing Futures (SFEF)

01 02 03 04 05 06 07

4   Single assessment

All practitioners in contact with the family will then be asked to feed into a single assessment. In the case of Child in Need and Child Protection this will be done via Liquid Logic. This assessment is co-ordinated and analysed by the Social Worker. All practitioners and the family will see the final assessment before the first multi-agency meeting.

6   Traffic lights

Traffic lights will be used as an easy visual representation of levels of concern.

RED - developmental needs are not being met likely to cause significant harm to the child
AMBER - developmental needs are not being met may impact on the health and development of the child
GREEN - developmental needs are being met

5   Multi-agency meetings

The meeting room should be set up in a horseshoe shape with the focus being on the issues identified in the assessment, which are displayed at the front of the room. The focus of the discussion is then on how any issues will be addressed. The family are involved in this discussion with their views on concerns and strengths being explored.

WIRRAL SAFEGUARDING CHILDREN BOARD

1 What is an escalation?

If you feel that a practitioner or an agency is not acting in the best interests of the child, young person or family, you have a responsibility to respectfully challenge the practitioner or agency, and escalate your concerns..

2 When would you escalate?

When working with practitioners from other agencies there will at times be differences of opinion or concerns about professional practice in relation to a child, young person or family.

The new WSCB procedure outlines the escalation process including timescales and principles for resolution.

There are 4 key stages to resolving multi- agency escalations.

3 Stage 1

- Initial attempts should be made **between workers** to resolve the issue
- If resolution cannot be achieved professionals must escalate to their **safeguarding lead and/or team manager**
- Take Action Within 24 Hours of Concern
- Record the escalation
- Notify the WSCB

4 Stage 2

- The Line Manager/Safeguarding Lead should discuss the concerns/response with their opposite manager in the other agency.
- If resolution cannot be achieved professionals must notify their Senior Managers (or in the case of schools the Chair of Governors alongside the Head)
- WSCB to be notified if resolved

5 Stage 3

- The Senior Manager will escalate to the WSCB Board Representative who will arrange a meeting to seek resolution.
- If agreement cannot be achieved, the matter should be brought to the attention of the WSCB Business Manager who will refer the matter to the WSCB Chair.

6 Stage 4

- The WSCB Chair will seek written representation, and may request a meeting with those involved.
- The WSCB Chair will make a recommendation on the most appropriate way to proceed and communicate this within 5 days of notification.

7 Record keeping

- Agencies should record their use of the Escalation Procedure (Stages 1-3) and be able to report outcomes of escalations to the WSCB.
- The child's record should be updated
- The WSCB will keep a record of all escalations and outcomes at Stage 4, and may request information about the outcomes of escalations at Stages 2 and 3.

01 02 03 04 05 06 07

7 Minute Briefing:

Professional Disagreement & Escalation

WIRRAL
**SAFEGUARDING
CHILDREN** BOARD

https://www.wirralsafeguarding.co.uk/procedures/10-2-multi-agency-escalation-procedure/

WSCB Thresholds on a Page

'Right Service Right Time'

WIRRAL SAFEGUARDING CHILDREN BOARD

	Universal Services Level 1	Additional Support Level 2	Targeted Support Level 3	Statutory Services Level 4
The child (including unborn):	Has needs met within universal provision (e.g. Schools, GPs). May need limited intervention to avoid needs arising.	Has additional needs identified that can be met through a single agency response and partnership working.	Has multiple needs requiring a multi-agency coordinated response with a lead professional.	Has a high level of unmet and complex needs and is a child in need or at risk of or suffering significant harm.

Practitioners should always use their professional judgement; the following circumstances and key features are for guidance only

	Development needs of baby (inc. unborn) or child	Development needs of baby (inc. unborn) or child	Development needs of baby (inc. unborn) or child	Development needs of baby (inc. unborn) or child
Circumstances and Key Features	Health, e.g. ... Identity, e.g. ... Parents and Carers ... Family and Environmental ...	Health, e.g. ... Emotional and Behavioural Development, e.g. ... Family and Environmental ... Parents and Carers ...	Health, e.g. ... Identity, e.g. ... Parents and Carers ... Family and Environmental ...	Health, e.g. ... Identity, e.g. ... Family and Social Relationships ... Parents and Carers ... Family and Environmental ...
What do I do next?	Go direct to a Universal Service.	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Consider Early Help offer – https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/ Referral to single agency to meet identified need	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Initiate a multi-agency early help response – Complete a Multi-agency request for services form for a level 3 intervention https://www.wirralsafeguarding.co.uk/public/concerned-about-a-child/	Use relevant assessment tools to confirm level of need (see below) e.g. Graded Care profile. Complete a Multi-agency request for services form for a level 4 intervention https://www.wirralsafeguarding.co.uk/public/concerned-about-a-child/ Phone 0151 6062008 Out of hours emergency duty team 0151 6776557 Police 999 if at immediate risk.
Where can I get help?	Children's Centres, play centres, GP surgeries, dentists, pharmacies, opticians, health visitors, schools and school nurses, youth services and voluntary/community organisations are good sources of advice & help.	Level 1 services and youth support services, family nurse partnership, CAMHS, Response service, BWS service, services through early help offer, locality social worker	Level 1 & 2 services and family intervention service, Catch22	Level 1-3 services and integrated front door (0151 606 2008), adolescent crisis team, Catch22, family safety unit
Level of Assessment	Assessment by universal service as appropriate	Consider a multi-agency CAF Assessment Tools to support assessment and referral: https://www.wirralsafeguarding.co.uk/tools-for-professionals/ CAMHS assessment	CAF and Team Around the Family Intervention Tools to support assessment and referral: https://www.wirralsafeguarding.co.uk/tools-for-professionals/ CAMHS assessment	Section 17 Child in need single assessment Section 47 (Child Protection) enquiries / Child protection plan Tools to support assessment and referral: https://www.wirralsafeguarding.co.uk/tools-for-professionals/

For more information visit: https://www.wirralsafeguarding.co.uk/multi-agency-thresholds/   This document is best printed in A3

County Lines Drugs & Exploitation Spot the Signs

County Lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phones or 'deal lines'. It involves child criminal exploitation 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'.

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

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, National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations.

If you have safeguarding concerns ring the Integrated Front Door on 0151 606 2008. If you believe a child is being harmed called 999

Intelligence and information about crimes can be reported anonymously to Crimestoppers on 0800 555111 or by phoning the police on 101

https://www.wirralsafeguarding.co.uk/county-lines-drugs-exploitation/
https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable

@wirrallscb WirralSafeguardingChildrenBoard

WIRRAL SAFEGUARDING CHILDREN BOARD
January 2018