

# Weatherhead High School

A high performing academy providing excellence for all

## Safeguarding Policy & Procedure

Document Owner	Deputy Headteacher
Committee	Trust Board (Peninsula MAT)
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	<b>APPENDIX C</b> <b>Guide to Integrated Working</b>
	<b>APPENDIX D</b> <b>Records Management Policy</b> <b>D1 Record Keeping Guidance</b>
	<b>APPENDIX E</b> <b>Keeping Children Safe in Education (Summary)</b>
	<b>APPENDIX F</b> <b>Staff Code of Conduct</b>
	<b>APPENDIX G</b> <b>Guidance for Safer Working Practice for those working with Children and Young People in Education Settings</b>
	<b>APPENDIX H</b> <b>Whistleblowing Policy</b>
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## INTRODUCTION

*This document should be read in conjunction with the Peninsula Trust's Child Protection and Safeguarding Policy. The Trust's policy provides the overarching framework and this school policy has information specific to Weatherhead High School.*

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.2. The welfare of our children and young people is our paramount concern. The school will safeguard and promote the welfare of students and work together with other agencies to ensure that Weatherhead has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.3. Our school is a community and all those directly connected, staff members, Governors, parents, families and students, have an essential role to play in making it safe and secure.
- 1.4. This procedural document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Local Safeguarding Board Safeguarding Policies and Procedures. These are in keeping with relevant national procedures and reflect what the Board considers to be safe and professional practice in this context.
- 1.5. The Governing Body is the accountable body for ensuring safeguarding of children and young people within the school.
- 1.6. The Governors will ensure that;
  - The school has a combined Safeguarding and Child Protection Policy in accordance with the procedures of Wirral Safeguarding Children's Board (WSCB).
  - The Governing Body will review its policy/procedures annually or when there are changes in legislation.
  - The Nominated Governor for Safeguarding within Weatherhead High School will liaise with Headteacher and DSLs to produce a report, at least annually, for Governors. A copy will be provided to the school.
  - The DSL is to produce the biennial S175 self-assessment audit and to ensure it is submitted to the Local Authority and a copy presented to the school.

## 2 OUR ETHOS

- 2.1 We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child.
- 2.2 We recognise the importance of providing an environment within Weatherhead that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

- 2.3 We recognise that all adults within the school, including permanent and temporary staff, volunteers and Governors, have a full and active part to play in protecting our students from harm.
- 2.4 We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

### **3 SCOPE**

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in Weatherhead, including all permanent, temporary and support staff, Governors, volunteers, contractors and external service or activity providers.
- 3.3 This policy applies to all students in Weatherhead High School.

### **4. LEGAL FRAMEWORK**

- 4.1 This policy has consideration for and is compliant with, the following legislation and statutory guidance:

#### **Legislation**

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)

#### **Statutory guidance**

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2019) 'Keeping children safe in education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'

## 5 ROLES AND RESPONSIBILITIES

- 5.1 The school's Lead Person with overall designated responsibility for safeguarding is Miss Natalie Sullivan, Deputy Headteacher and her deputy is Mr Jim Morris.

### **The responsibilities of the Designated Safeguarding Lead at Weatherhead High School are described in Appendix A.**

The Designated Safeguarding Lead is on the school's leadership team and their role of Designated Safeguarding Lead is explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The DSL will use the guidelines provided by the Wirral Safeguarding Team to assess the level of concern and action will be taken in line with procedures.

- 5.2 The school has a **Nominated Governor, Mrs Jane Owens**, responsible for safeguarding to champion good practice.
- 5.3 The **Case Manager for dealing with allegations** of abuse made against school staff members is the Headteacher. The Case Manager for dealing with allegations against the Headteacher is the Chair of Governors. **The procedure for managing allegations is detailed in Appendix B.**
- 5.4 The **Headteacher** will ensure that the policies and procedures adopted by the Governing Body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 5.5 The **Local Governing Body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.6 **All staff members, Governors, volunteers and external providers** are given training/information to help them recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if they are concerned about a child.

## 6 SUPPORTING CHILDREN

### 6.1 **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. The school is committed to anti-discriminatory practice and recognises children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs or disabilities (SEND)
- Are young carers
- Are Children Looked After
- 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

6.2 The school recognises that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. The school may be the only stable, secure and predictable element in their lives.

6.3 The school accepts that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

6.4 Weatherhead High School will support all students by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Through PSHE and other curriculum contexts, students are encouraged to talk about feelings and deal assertively with pressures; are listened to and know to whom they can turn to for help and advice
- Ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly
- Ensuring that safeguarding is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- Providing students with a number of appropriate adults to approach if they are in difficulties
- Supporting the child's development in ways that will foster security, confidence and independence
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying; (Weatherhead High School has an Anti-bullying Policy and it can be found on the school website)
- Ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures
- Liaising and working together with other support services and those agencies involved in safeguarding children
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support
- The school's Behaviour Policy is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred
- Liaising with other agencies that support the student such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Offending Service and the Educational Psychology Service

- Ensuring that, when a student who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within 2 weeks and that the child's Social Worker is informed that the child has moved
- After 20 days absence if a child has moved and the new school is unknown the school will inform the Local Authority for investigation.
- The school will alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement. There is further information about Private Fostering on page 22

## **7 SAFEGUARDING PROCEDURE (General Statement)**

- 7.1 The school will have developed a structured procedure in line with *Wirral Safeguarding Children Board* which will be followed by all members of the school community in cases of suspected abuse.
- 7.2 In line with the procedures, the Integrated Front Door Team (IFD) / Multi Agency Safeguarding Hub (MASH) will be contacted as soon as there is a significant concern.
- 7.3 The name of the Designated Safeguarding Lead and the Deputy are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 7.4 Weatherhead High School will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on its website and by referring to them in its introductory school materials.

## **8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF**

8.1 ***Abuse/harm can take many different forms. Outlined below are Definitions and Categories of abuse.***

### **8.2 DEFINITIONS**

#### **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.

#### **Children**

Children are any people who have not yet reached their 18<sup>th</sup> 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.



## **Child Protection**

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.

## **Early Help**

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.

## **Harm**

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

## **Safeguarding Children**

Safeguarding children is the action we take to promote the welfare of children and protect them from harm such 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.

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

Staff in school 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's policy and procedures with regards to peer on peer abuse.

## **Significant Harm**

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/her health or development shall be compared with that which could reasonably be expected of a similar child.'

## **8.3 CATEGORIES OF ABUSE**

### **Emotional Abuse**

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, including cyber bullying, sexting
- exploitation or corruption
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate.

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

### **Neglect**

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.

### **Physical Abuse**

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.

### **Sexual Abuse**

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.

### **Child Criminal Exploitation (CCE) and County Lines**

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.

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.

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

Child Criminal Exploitation guidance, documents and practice guidelines can be found at:

<https://www.wirral safeguarding.co.uk/child-criminal-exploitation-and-county-lines/>

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of a 'chronology' will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Child Sexual Exploitation guidance and documents including the protocol, screening tool, referral form and practice guidance are found at:

<https://www.wirral safeguarding.co.uk/professionals/child-sexual-exploitation/>

## 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.

### Indicators

#### a) Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

#### b) Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

#### c) Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils so it is rare that they will see any visual evidence. However, teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action. When a teacher has made the decision to call the police it is also important, unless the teacher has a good reason, that they should discuss the case with the DSL.

**NB** The above does not apply to any suspected or at risk cases, nor if the individual is over 18. In such cases the normal safeguarding procedures will be followed, i.e. immediate contact with the DSL who will make a decision on the action to be taken.

FGM is also included in the definition of "honour based violence" (HBV) which involves crimes that have been committed to defend the honour of the family and/or the community alongside forced marriage and breast ironing. All forms of HBV are forms of abuse and will be treated and escalated as such. Staff will be alerted to the signs of HBV including concerns that a child is at

risk of HBV or who has already suffered from HBV and will activate local safeguarding procedures as concerns arise.

### **Forced Marriage**

For the purpose of this policy, a “forced marriage” is defined as a marriage that is entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of honour based violence staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

### **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. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online 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.

### **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.

Weatherhead High School will 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. The school has 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 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 students at the school of being drawn into terrorism. *As a minimum, however, Weatherhead will 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.*

Weatherhead will ensure that children are safe from terrorist and extremist material when accessing the internet in school. The school has suitable filtering in place. It is also important that schools teach students about online safety more generally.

Further information and guidance is available on the WSCB website:

<https://www.wirral safeguarding.co.uk/radicalisation-and-extremism/>

*The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.*

## **Channel**

Weatherhead 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.

#### 8.4 What Action Staff Must Take

***If a child discloses that he or she has been abused in some way, the member of staff or volunteer will follow this guidance:***

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not lead or put words in the child’s mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to IFD / MASH
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the Designated Safeguarding Lead without delay
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL or Deputy DSL or Headteacher if the DSL or Deputy is not available.

Weatherhead High School recognises that Students with SEND can face additional safeguarding challenges and understand that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil’s disability, without further exploration.
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

#### 8.5 THRESHOLDS FOR REFERRAL

There are three thresholds for and types of referral that need to be considered. Practitioners should follow Wirral’s Guide to Integrated Working, November 2015: (See Appendix C)

**Threshold 1** - Is this a child with additional needs? Is their health, development or achievement adversely affected?

- 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.

**Threshold 2** - 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.

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

**Threshold 3** - 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 IFD / MASH by the school as soon as possible.*

#### 8.6 ***What to do if you have any concerns about a child, but not necessarily a disclosure:***

- If a staff member has **any** concerns about a student, eg signs of neglect, they will raise this with the DSL or Deputy DSL who will make a decision regarding next steps pursuant to agreed procedures.

*Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.*

### **MAKING A REFERRAL (DSL)**

If a child or young person is at risk of harm, abuse or neglect please report it to the **Wirral Integrated Front Door Team: IFD/MASH**

**Mon-Fri, 9:00am – 5.00pm Tel: 0151 606 2008**

**Outside of these hours – EDT (Emergency Duty Team) Tel: 0151 677 6557**

E-mail: [cadtsocialcare@wirral.gcsx.gov.uk](mailto:cadtsocialcare@wirral.gcsx.gov.uk)



If there has been a crime and there is immediate danger to individuals call 999, but if not an emergency call 101.

The referral form that can be found at:

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

E-mail it to: [cadtsocialcare@wirral.gcsx.gov.uk](mailto:cadtsocialcare@wirral.gcsx.gov.uk)

## **9 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD**

- 9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2 If you make a decision not to discuss your concerns with the child's parents or carers this must be recorded in the child's Safeguarding file with a full explanation for your decision.
- 9.3 It is important to consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
- 9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.
- 9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from IFD / MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to IFD / MASH, unless you consider that this would place the child at increased risk of significant harm.
- 9.8 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.
- 9.9 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to IFD / MASH.
- 9.10 When you make your referral, you should agree with IFD / MASH what the child and parents will be told, by whom and when.

## 10 RECORD KEEPING

- 10.1 All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing.
- 10.2 The school will continue to support any student leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, are forwarded under confidential cover to the student's new school as a matter of priority.
- 10.3 Safeguarding Records relating to individual children will be retained in accordance with the School's policy on record management and retention. In addition, guidance is provided on staff records, all aspects of Pupil Management and Special Education Needs. (Policy and Guidance in Appendix D & D1)

## 11 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (This procedure is detailed in Appendix B)

- 11.1 Weatherhead High School will prevent people who pose risks to children from working in their school by ensuring that all individuals working in any capacity have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016* – See *Appendix E for a Summary*.
- 11.2 In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Any person holding QTS will be subject to this check regardless of whether they are appointed to a teaching or non-teaching role.
- 11.3 Any person appointed to a management role requires an additional check to ensure they are not prohibited under Section 128 provisions.
- 11.4 A check of any prohibition can be carried out using the Teacher Services' system that may be found here:  
<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
- 11.5 Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication *Teacher Misconduct: the prohibition of teachers*. It can be found here:  
<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>
- 11.6 The school will ensure that agencies and third parties supplying staff provide evidence that they have made the appropriate level of safeguarding checks on individuals working in School schools.
- 11.7 The school will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.
- 11.8 The school will have a procedure in place to manage allegations against members of staff and volunteers in line with *WSCB procedures*.

- 11.9 Weatherhead has an agreed staff behaviour policy (called the Code of Conduct – See Appendix F) which is compliant with “Safer Working Practices,” and includes - acceptable use of technologies, staff/student relationships and communications including the use of social media. See Guidance for Safer Working Practice October 2015 at Appendix G. Safer Working Practice is a generic document and School Schools will have individual policies that clarify and expand on the specific issues within the document. For example, schools will have their own Code of Conduct in relation to appropriate dress for professionals.
- 11.10 If you have concerns about a member of staff or volunteer, speak to the Headteacher. If you have concerns about the Headteacher, speak to the Chair of Governors.
- 11.11 You can also discuss any concerns about any staff member or volunteer with the DSL.

## **12 STAFF INDUCTION, TRAINING AND DEVELOPMENT**

- 12.1 All new members of staff to Weatherhead High School, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the Safeguarding Policy, Staff Code of Conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, September 2016 and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.
- 12.2 The induction will be proportionate to staff members’ roles and responsibilities.
- 12.3 The Designated Safeguarding Lead will undergo updated Safeguarding training every two years.
- 12.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and will take place annually. All Governors must undergo governor specific online awareness training at least every two years.
- 12.5 The Nominated Governor for Safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years.
- 12.6 The school will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 12.7 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews. These will occur annually or more frequently when necessary. <https://www.wirral Safeguarding.co.uk/professionals/serious-case-reviews/>
- 12.8 The school will maintain accurate records of staff induction and training.

### **13 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

- 13.1 The school recognises that all matters relating to Safeguarding are confidential.
- 13.2 The Headteacher or the Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need-to-know basis only.
- 13.3 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- 13.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 13.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 13.6 The school will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

### **14 INTER-AGENCY WORKING**

- 14.1 The school will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- 14.2 The school will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 14.3 The school will participate in serious case reviews, other reviews and file audits as and when required to do so by the Wirral Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

### **15 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS**

- 15.1 The school ensures that contractors and providers are aware of the school's safeguarding policy and procedures. The school requires that employees and volunteers provided by these organisations use these procedures to report concerns.
- 15.2 The school will seek assurance that employees and volunteers provided by external organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016 (Appendix E)*. If assurance is not obtained, permission to work with our children or use of school premises may be refused.

15.3 When the school commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

## **16 WHISTLE-BLOWING AND COMPLAINTS (see APPENDIX H)**

16.1 The school recognises that children cannot be expected to raise concerns in an environment where staff members fail to do so.

16.2 The school ensures that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the Chair or Governors or with the Local Authority Designated Officer.

16.3 The school has a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. See Complaints Policy – Appendix I

16.4 Schools will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

## **17 SITE SECURITY**

17.1 All staff members have a responsibility to ensure they are vigilant and challenge/report immediately any issue relating to intruders or unsafe practices in the building.

17.2 The school checks the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

17.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17.4 All staff in school to wear lanyards.

## **18 QUALITY ASSURANCE**

18.1 The school will ensure that systems are in place to monitor the implementation of, and compliance with this policy and accompanying procedures.

18.2 The school will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Board and using the Section 175 online audit tool provided by them for this purpose.

18.3 The school's senior management and the Local Governing Body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

## 19 POLICY REVIEW

- 19.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 19.2 The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures.

## FURTHER INFORMATION

### CHILD MISSING FROM 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.

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the school'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.

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 students are boarders, an attendance register. All students must be placed on both registers.

All schools must inform their Local Authority of any student 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.

The Local Authority must be notified when a school is to delete a student 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 student'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 student 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).**

## **PRIVATE FOSTERING**

Private fostering is when a child under the age of 16 (under 18 if SEND) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Where schools and colleges have not been involved in making the arrangement but a member of staff or volunteer at a school or college becomes aware that a student may be in a private fostering arrangement, where a child under the age of 16 (or 18 if SEND) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for Safeguarding. The school or college should notify IFD / MASH of the circumstances, and IFD / MASH will check that the arrangement is suitable and safe for the child.

<https://www.wirral safeguarding.co.uk/private-fostering/>

## **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

### **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 or colleges IT system. 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 students, the number of students, 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. Whilst it is essential that Governing Bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

## **PRE-APPOINTMENT CHECKS**

All new appointments

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.

When appointing new staff, schools 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.
- 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, then prospective employers, or volunteer managers, should 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

## **SINGLE CENTRAL RECORD**

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.

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

The SCR shall be updated in the light of any further legislation

### **Escalation and Professional Disagreement**

Weatherhead recognise that at times, there will be differences of opinion/concerns about professional practice when working with other agencies. The school will follow the Escalation Procedures as outlined in Wirral Safeguarding Children Board's 'Professional Disagreement and Escalation' document, See Appendix J.

Weatherhead High School