The Prescot School

Part of

The Heath Family (North West)

Safeguarding & Child Protection Policy 2021 - 22

Designated Safeguarding Lead

E EARPS SLT / ALYSON SMITH SCHOOL LEAD

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7.1.13
Extremism and Radicalisation

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

Extremism is defined by the Government in the Prevent Strategy as:

^s} o }Œ š]À }‰‰}•]š]}v š} (µv u vš o Œ]š]•Z À oµ • law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, ÁZ šZ Œ]v šZ]• }µvšŒÇ }Œ }À Œ• •_

Extremism is defined by the Crown Prosecution Service as:

^dZ demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter}uuµv]šÇ À]}o v]všZ h<_

dZ Œ]• v}•µ Z šZ]vP • ^šÇ‰] o ÆšŒ u]•š_ V šZ}• Á actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Extremism goes beyond terrorism and includes people who target the vulnerable including the young by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter Terrorism and Security Act 2015, our school will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably šŒ]v v Z À }u‰o š šZ ,}u K(( ] [• WŒ À vš dŒ]v ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

7.1.14

Children Missing Education (CME) are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their students, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their students. When a child is deemed to be missing from education, Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the student [• v u (Œ } u š Z Œ P] • š Œ X K v š Z • v ‹ µ] Œ] • Z À protocol for Children Missing Education must be followed.

7.1.15

Sexual Violence and Sexual Harassment Between Children can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Sexual violence

Under the Sexual Offences Act 2003 offences relating to sexual violence are described below:

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

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to

vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

Sexual Z Œ • • u v š] • ^ µ v Á v š } v µ š } (• Æ µ o v š µ Œ _ š Z } ((o] v X ^ Æ µ o Z Œ • • u v š] • o] l o Ç š } W À] } o š Z] o [• intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- se Æ µ o ^ i } l • _ } Œ š µ v š] v P V
- physical behaviour, such as: deliberately brushing against someone, interfering with • } u } v [• o } š Z • ~ • Z } } o • v } o o P • • Z } µ o } v •] Œ] v crosses a line into sexual violence it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Harmful sexual behaviours HSB

Z] o Œ v [• behaviours can be referred to as HSB, Harmful Sexual Behaviours and exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see NSPCC Harmful Sexual Behaviours. This can be found at

https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework

Upskirting

Z h ‰ • l] Œ š] v P [ ] • Á Z Œ • } u } v š l • ‰] š µ Œ µ v Œ ‰ skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender,

can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

We follow the guidance on managing reports of peer on peer sexual violence and sexual harassment in schools in line with Part 5 of Keeping Children Safe in Education 2021 and Sexual Violence and Sexual Harassment between children in schools and colleges 2021.

Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk

Staff are aware of the importance of:

- Challenging inappropriate behaviours;
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- E } š š } o Œ š] v P } Œ] • u] • •] v P • Æ µ o À] } o v } Œ • Æ µ ^ ‰ Œ š } (P Œ } Á] v P v Þ µ ‰ _ o U µ ' P i Ž l • š } Ø Œ À \ ] } Ç •] v P } Ç • _ V
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

7.1.16
Child Criminal Exploitation (CCE) is where an individual or group, male or female, child or adult takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

(a) in exchange for something the victim needs or wants, and/or
(b) for the financial or other advantage of the perpetrator or facilitator and/or
(c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Like other forms of abuse and exploitation, county lines exploitation, a typical feature of CCE:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- can, as well as being physical, be facilitated and/or take place online.
- is typified by some form of power imbalance to coerce, manipulate or deceive in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources and;
- in some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

7.1.17
County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of [illegible]. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, student referral [illegible] homes.

Children are often recruited to move drugs and money between locations and are known [illegible] to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism will be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

7.1.18
Serious Violence - staff should be aware that students could at any time be at risk from or involved with serious violent crime. These may include;

- Increased absence from school
- A change in friendships

- Relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- Significant change in wellbeing
- Signs of assault or unexplained injuries

7.1.19
Contextual Safeguarding is an approach to understanding, and responding to, young ‰ }‰o [• Æ‰ Œ] v • }(•]Pv](] vš Z Œu Ç}v šZ]Œ (u
It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers Z À o]šš o]v(oµ v }À Œ šZ • }vš Æš•U v ţamilial P ‰ }%
abuse can undermine parent-child relationships. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Contextual safeguarding, simply means assessments of children should consider whether Á] Œ vÀ]Œ}v u vš o (š}Œ• Œ ‰Œ • vš]v Z]o [• o](
v l}Œ Á o(Œ X Z]o Œ v[• •}] o Œ •• ••u vš• •Z}µo
important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

More information about Contextual Safeguarding can be found here:
https://contextualsafeguarding.org.uk/

7.1.20
Domestic Abuse: The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

7.1.21
Mental Health is about how we think, feel and behave. Current data shows one in four people in the UK has a mental health problem at some point, which can affect their daily life, relationships or physical health. Mental health may also be referred to as Z u } š] } v o Z o š Z [} Œ] z Á [it is just as important as good physical health.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence v] v š } µ o š Z } } X / š] • l Ç š Z š • š ((Œ Á Œ } (Z } Á š Z impact on their mental health, behaviour and education.

School will have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. School will take opportunities to promote positive health, wellbeing and resilience among young people. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, referring to the designated safeguarding lead or a deputy. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

As a school we aim to provide a nurturing environment for children and staff and we teach resilience through our school curriculum. Whenever a concern arises which is related to mental health, we will always act in the best interest of the person involved and access appropriate support. This may mean accessing support from external agencies.

More information can be found here

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf

Table 7.1 Some possible signs and symptoms of abuse and neglect

INDICATORS	Physical Abuse	Sexual Abuse	Emotional Abuse	Neglect

/ v i µ Œ Ç š } š Z body or other PHYSICAL indicators	Hand slap marks, twin bruising on the cheeks grip marks, dipping scalds or bite marks.	Bruising on the buttocks, breast, lower abdomen or thighs.	Stunted growth and failure to thrive may result from emotional abuse.	Low weight for height, poor skin tone.
d Z Z] P v [v behaviour	Fearful reactions to parental disapproval ^ (Œ } Ì v Á š Z (Erratic attendance.	Sexually explicit behaviour, compulsive masturbation.	Over passivity or hyperactivity.	Voracious appetite, ^ (Œ } Ì v Á š Z (µ o v • •

INDICATORS	Physical Abuse	Sexual Abuse	Emotional Abuse	Neglect
Emotional and psychological reactions	Poor attention at school, and failure to reach potential.	Loss of self-esteem.	Loss of self-esteem, feelings or worthlessness. Erratic attendance	Listlessness, failure to develop normally due to lack of stimulation.
Indirect signs	Unwillingness to undress in front of others.	Bedwetting, running away from home, stomach pains.	Unkempt appearance, nightmares.	Under-achievement at school.

Table 7.2 Additional Information

A/. POSSIBLE SIGNS AND INDICATORS OF ABUSE IN CHILDREN

The risk indicators described below, are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with Senior Designated Person
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However, it is important to note that the absence of such indicators does not mean that abuse or neglect has not occurred.

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

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

In an abusive situation the child may:

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

The parent or carer may:

- W Œ •] • š v š o Ç À }] Z] o Z o š Z ‰ Œ } u } š] } v • Œ À] • illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent
- Be misusing substances (alcohol or drugs)
- Have mental health issues that compromise parenting ability
- Persistently refuse to allow access on home visits
- Be a victim or a perpetrator of domestic abuse

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

RECOGNISING SIGNS OF SEXUAL ABUSE

Boys and girls of all ages may be sexually abused and are frequently scared to say anything guilt and/or fear. This is particularly difficult for a child to talk about and full account should b taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, u the child discloses and is believed. There may be no physical signs and indications are likel emotional/behavioural.

Indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- ^ Æ µ o o Ç Æ ‰ o]] š Z À] } µ Œ U ‰ o Ç } Œ } v À Œ • š] } v U
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorders), self-mutilation and suicide attempts
- Risk taking behaviour (during adolescence)
- Promiscuous behaviour
- Aggressive behaviour
- Withdrawn or isolated
- Unexplained gifts, toys or favours
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Pain or itching of genital area
- Blood on underclothes
- Bed wetting or soiling
- Sleep problems

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

The Brook Sexual Behaviours Traffic Light Tool is available for professionals who work with children to help identify, assess and respond appropriately to sexual behaviours http://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

B/. POSSIBLE SIGNS OF CHILD SEXUAL EXPLOITATION (Child Sexual Abuse)

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of exploitation.

Signs can include:

- x underage sexual activity
- x inappropriate sexual or sexualised behaviour
- x sexually risky behaviour, 'swapping' sex
- x repeat sexually transmitted infections
- x in girls, repeat pregnancy, abortions, miscarriage
- x receiving unexplained gifts, or gifts from unknown sources
- x having multiple mobile phones and worrying about losing contact via mobile
- x having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- x changes in the way they dress
- x going to hotels or other unusual locations to meet friends
- x seen at known places of concern
- x moving around the country, appearing in new towns or cities, not knowing where they are
- x getting in/out of different cars driven by unknown adults
- x unknown adults collecting the children from school
- x having older boyfriends or girlfriends
- x involved in abusive relationships, intimidated and fearful of certain people or situations
- x hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- x associating with other young people involved in sexual exploitation
- x recruiting other young people to exploitative situations
- x truancy, exclusion, disengagement with school, opting out of education altogether
- x repeat absences / truancy from school (e.g. same time of day, same day each week, etc.)
- x unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- x mood swings, volatile behaviour, emotional distress
- x self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- x drug or alcohol misuse
- x frequent missing from home episodes
- x getting involved in crime, police involvement, police records
- x involved in gangs, gang fights, gang membership
- x injuries from physical assault, physical restraint, sexual assault.

C/. SEXTING / YOUTH PRODUCED SEXUAL IMAGERY

SEE SECTION 7 C1.5 FOR MORE DETAILED INFORMATION

D/. RECOGNISING FEMALE GENITAL MUTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights girls and women. There are 4 types of procedure:

- Type 1, Clitoridectomy- partial/total removal of clitoris
- Type 2, Excision- partial/total removal of clitoris and labia minora
- Type 3, Infibulation- entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4, all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out because there is a belief that:

- FGM brings status/respect to the girl- social acceptance for marriage
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- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement / perpetuates a custom or tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- It is mistakenly believed to make child birth easier

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Z] o [• (u] o Ç] v P (Œ } u } v } (š Z ^ š Œ] • l _ } u u µ v] š] • Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistani, Indonesian and Pakistani)
- < v } Á o P š Z š š Z Z] o [• •] o] v P Z • µ v Œ P } v & ' D
- Z] o š o l • } µ š P }] v P Œ } š } ^ µ š _ } Œ š } ‰ Œ ‰ Œ

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to stand, sit or walk- Looking uncomfortable when undertaking these activities
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group

- Reluctance to take part in physical activity
- Repeated urinal tract infections
- Disclosure

If there are suspicions regarding FGM, it is essential that schools take action without delay. If there are concerns that a child is at risk of, or is a victim of, FGM contact the NSPCC FGM h anonymously 24/7 on 0800 028 3550 fgmhelp@nspcc.org.uk v ‰ } o] l Z] o Œ v [as appropriate.

Staff must be aware of this statement regarding mandatory reporting, taken from Keeping Children Safe In Education 2021:
If a teacher, in the course of their work in the profession, discovers that an act of Female Ge Mutilation appears to have been carried out on a girl under the age of 18, he/she must report this to the police[
The member of staff must speak to the DSL in the first instance who will support the police referra

E/. INDICATORS OF FORCED MARRIAGE AND HONOUR BASED ABUSE

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further / higher education
- Accompanied to doctors or clinics by family members
- Self-harm / attempted suicide / depression / isolation
- Running away from home
- Eating disorders
- Substance misuse
- Siblings forced to marry / early marriage of siblings
- Self-harm or suicide of siblings
- Death of a parent
- Family disputes

If there are suspicions regarding Forced Marriage or Honour Based Abuse following talking to the child, it is essential that school takes action without delay. In cases of Forced Marriage and Honour Based Abuse, involving the family and the community may increase the risk of signif harm to the child or young person. If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151 or in either case cont 999 if the situation is deemed to be an emergency.

F/. INDICATORS OF PEER ON PEER ABUSE

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can often be more damaging than physical. An assessment o incident between peers should be completed and should consider the following:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or briber
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child}ŒÇ}µvP‰Œ•}v[•u}š]Àš]}v}ŒŒ•}v(}Œš Z occurred
- Whether this was a one-off incident, or longer in duration

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational underachievement
- Involved in crime

It is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way. Even with the most stringent of polici and support mechanisms, peer abuse can and may still occur. In order to try to prevent this school will:

- Have an ethos where students and staff treat each other with respect and understand how their actions affect others
- Ensure that the school environment is one that allows students to share information abou anything that is upsetting or worrying them
- Use a strong and positive PSHCE curriculum to tackle issues such as prejudice-based behaviour, and gives an open forum for young people to talk
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between students which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students and parents to ensure they know what to do to prevent and report conce
- Create an inclusive, safe environment where students can openly discuss issues without fear
- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexua and transgender students through staff training and CPD to ensure that staff do not dismiss issues
- Work with the wider community and agencies to tackle issues that occur outside the settin

G/. RECOGNISING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILD
See section 7.151 for more detailed information as well as section 7 of this table

H/. POSSIBLE SIGNS OF RADICALISATION AND EXTREMISM

- Identity Crisis: the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis: the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances: migration; local community tensions; and events affecting the student / student [• } µ v š Œ Ç } Œ Œ P] } v } (} Œ] P] v u Ç } v š Œ] µ š triggered by personal experience of racism or discrimination or aspects of Government po
- Unmet Aspirations: the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need: students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list however is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors c include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

If there are suspicions regarding radicalisation or extremism, it is essential that schools take actio without delay. If there are concerns that a child is at risk of radicalisation, or is voicing conce opinions or attitudes, staff should contact the school lead (SPOC) for Prevent without delay. school lead will then risk assess the information and make contact with and take advice from appropriate agencies.

I/. CHILDREN MISSING FROM EDUCATION (CME)

Students at particular risk of CME:

- Students at risk of harm/neglect
  Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected school should follow the local child protection procedures
- Children of Gypsy, Roma and Traveller (GRT) families
  Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT student leaves the school without identifying a

new destination school, particularly in the transition from primary to secondary so that they
v šš u‰ š š} ( ]o]š š }vš]vµ]šÇ }(šZ Z]o [• µ š]

- x Children of Service Personnel
  Families of members of the Armed Forces are likely to move frequently both in the UK and overseas and often at short notice
- x Missing children and runaways
  Children who go missing or run away from home or care may be in serious danger and ar vulnerable to crime, sexual exploitation or abduction as well as missing education
- x Children and young people supervised by the Youth Justice System
  Children who have offended or are at risk of doing so are also at risk of disengaging from education
- x Children who cease to attend a school
  There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stop attending a school is not known, the local authority should investigate the case and satisfy that the child is receiving suitable educatio
- x Children of new migrant families
  Children of new migrant families may not have yet settled into a fixed address or may hav arrived into a local authority area without the authority becoming aware, therefore increas the risk of the child missing educatio

I/. CHILDREN AT RISK OF CCE

The following list of indicators is not exhaustive or definitive but it does highlight common s which can assist professionals in identifying children or young people who may be victims of exploitation.

Signs include:

- { 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
- { misuse of drugs and alcohol

7.2 TAKING ACTION - To Ensure That Children Are Safe At School And At Home

All staff follow the LA Children and Young People Safeguarding Partnership Procedures which are } v •] • š v š Á] š Z Z t } Œ l] v P (d P } µ P Œ š Z Œ Z] š o } Œ z v Z [t Z ì í š ô š } }] (Ç } µ Œ Á } Œ Œ] Z] 2015] •] v P µ • [

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Any safeguarding concerns should be communicated to the Designated Safeguarding Lead, or deputy. Accordingly, all concerns regarding the welfare of children will be recorded and discussed with the Designated Safeguarding Lead, or deputy (or another senior member of staff in the absence of the Designated Safeguarding Lead, nominated deputy or member of the Safeguarding team) prior to any discussion with parents.

IN THE ABSENCE OF THE DESIGNATED SAFEGUARDING LEAD, NOMINATED DEPUTY SAFEGUARDING TEAM MEMBER or SLT If at any point there is a risk of immediate serious Z Œ u š } Z] o U Œ (Œ Œ o • Z } µ o u] Œ š š } Z] o immediate. Any staff member can make a referral.

See Appendix 2 { } Œ (o } Á Z Œ š Z t Z š š } } v } Œ [(v • Ç } µ } µ Z š À Z] [o [• Á o

7.2.1 Staff must immediately report

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- v Ç •] P v] ( ] v š Z v P •] v Z] o [• ‰ attendance š] } v U] v
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any disclosure regarding any form of abuse

7.2.2 Other issues that must be reported:

- any self-harming behaviour
- suicidal thoughts
- eating disorders
- • Æ µ o } Œ • Æ µ o o Ç Œ o š š] À] š Ç] v o µ] v P Z • A
- children seeking advice about contraceptives

- accessing / possession of pornographic material
- Sexual violence or harassment between children

7.2.3 Responding to Disclosure

Disclosures or information may be received from children, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Arrangements to ensure that students with communication difficulties are enabled to express themselves to a member of staff with appropriate skills are organised with the SENDCO and Designated Safeguarding Lead.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make an immediate record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm. Do not interrupt
- try to ensure that the child/ adult disclosing does not have to speak to another member of school staff
- clarify the information
- observe injuries where possible. A child might choose to show an injury, this is acceptable however staff must not ask a child to remove or adjust their clothing
- [illegible] You may need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions
- [illegible]
- try not to show signs of shock, disgust, or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- not promise confidentiality, explain sensitively that they have a responsibility to refer the information to the Designated Safeguarding Lead or nominated deputy and explain why they need to do this
- reassure and support the person as far as possible
- [illegible]

- explain what will happen next and that the person will be involved as appropriate
- tell šZ Z]o šZ š šZ Ç[Œ Po šZ Ç Z À v š}o U š right thing even though they have recognised how difficult it can be to tell

Staff will then:

- Œ }Œ ÁZ š Z • v •] Ç šZ Z]o]uu] š oÇ (š exact words where possible • ‰]š o o šš Œ• (}Œ šZ Z]o [• distinguish between the two
- š l v}š }(oo }šZ Œ]v(}Œu š]}v Œ]À U u l v} u v}µŒ v Œ }Œ šZ Z]o [,•clÁ]•lvZindicate fact, o]vP• opinion or third part information, ie crying, withdrawn etc
- report the matter immediately to the Designated Safeguarding Lead
- record detail of any injuries that could be indicative of abuse or neglect on the school referral/ concern form (see appendix 3)
- record all information on the appropriate school referral/concern form (paper/electronic format) no later than 24hrs after the disclosure. Keep any original notes and pass to the Designated Safeguarding Lead or deputy for central storage

Staff will not:

- • l o]vP ‹µ •š]}v•U ‰µš Á}Œ •]vš} šZ Z]o [• u}µ
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead

7.2.4 Action by the Designated Safeguarding Lead (or other Safeguarding Lead in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection, CIN or other plan
- discussing the matter with other agencies involved with the family
- whether the child or family would benefit from co-ordinated support from more than one agency and, if so, arrange an appropriate assessment
- }v•µoš]vP Á]šZ ‰‰Œ}‰Œ] š ‰ Œ•}v• XPX Z
- šZ Z]o Z• Á]•Z • v (o]vP•

Then decide:

- to follow the guidelines for Section 17 or Section 47 referrals
- Á Z š Z Œ š } u l Z] o ‰ Œ } š š] } v Œ (Œ Œ o š } because a child is suffering or is likely to suffer significant harm, and if this needs to be undertaken immediately, for example when sexual abuse is suspected or disclosed, or where fabricated or induced illness is suspected
- if/ when they should call the police and understand what to expect when they do. (see guidance from NPCC When to call the police)
- Parents will be informed of any referrals made to Z] o Œ v [• ^ }] o and consent will be gained. Parents will not be contacted when this would put the child at increased risk of significant harm (e.g. in cases of suspected Fabricated or Induced Illness, Sexual Abuse where a family member is the suspected perpetrator, or Forced Marriage). Any decision v } š š }] v (} Œ u ‰ Œ v š • l Œ Œ • • Z } µ o Œ } Œ Care referral form with the reasons for such a decision and a copy should be kept in the Child Protection File for that child.

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if early help or support is appropriate
- if it would be appropriate to undertake an early help assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will (µ o o Ç } µ u v š X o o Œ (Œ Œ o • š } Z] o Œ v [• ^ }] Local Authority standard referral form.

7.2.5 Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conferences, or Child in Need meetings
- if the child or children are placed on a Child Protection or Child in Need Plan, contribute to the Plan and attend any subsequent meetings.
- where possible, share reports with parents (and children if appropriate) prior to meetings
- when in disagreement with a decision made regarding a referral consider the Z • o š] } v [escalation

x }vš š šZ Z]o Œ v[• ^}] o Œ ately µ š v] ( ] Œ] u u
Ç Z]o Œ v[• ^}] o Œ]• v}š Œ]À Á]šZ]v ï Á}

x where a child on a Child Protection or Child in Need plan moves from the school
}Œ P} • u]••]vPU]uu] š oÇ]v(}Œu šZ l Ç Á}Œl Œ

7.2.6 Children with Social Workers

Children with allocated social workers will potentially at greater risk of harm due to safeguarding or welfare needs. Children may need this help due to abuse, neglect v }u‰o Æ (u]oÇ]Œ µu•š v es of adversity and trauma Œ] v can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where children have/need a social worker, this will inform decisions abo safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statory services).

7.2.7 Looked after children, private fostering and care leavers

- All staff understand that children who are in the care of the local authority have usually experienced abuse and/ or neglect.
- The Governing Body will ensure that the named teacher understands and has lv}Áo P }(šZ Z]o [• o P o •š šµ• ~ÁZ šZ Œ šZ consent of the parent, under and interim care order or full care order) and the contact arrangements with the parents or people with parental responsibility.
- dZ v u š Z Œ Á]oo Z À š]o• }(šZ Z]o [• level of authority given to the carer by the local authority that looks after the child.
- The named teacher will have the name and contact details of the social worker and the name of the virtual head from the authority that cares for the child.
- All staff have the understanding and knowledge that previously looked after children remain vulnerable and will liaise with the designated teacher to ensure that information is shared to keep looked after and previously looked after children safe.
- The designated teacher will work with the local authority to ensure that the educational outcomes of registered children who are looked after.
- The designated teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who have been adopted from state care outside England and Wales.
- The designated teacher must have the relevant experience and qualifications to fulfil this role and also be able to attend training to keep informed about developments in this area.

- The designated teacher will liaise with the virtual head to discuss how funding can be best used to support the progress of looked after children and best meet the needs identified I the personal education plan (PEP).

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will request updated student information forms be completed annually to help to identify those children who have had a change in living arrangements.

Should the school become aware of a child who is privately fostered, the Designated Safeguarding Lead will notify the Local Authority who will check that the arrangement is suitable and safe for the child.

7.2.7 Recording

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working.

o o X W X } µ u v š • Á] o o Œ š] v] v Z Z] o W Œ } š Z] o [• u] v ( ] o X d Z] • Á] o o o } l Á Ç v } v o Ç

Designated Safeguarding Lead and deputy. These records will be copied and transferred t} v Ç • Z } } o } Œ • š š] v P š Z Z] o u } À • š } U o W Œ } š š] } v U } v ( ] v š] o U (} Œ š š v š] } v } (•] P v š V file should be signed for on receipt by the receiving school.

All C.P. documents will be retained in an electronic s Œ } v] Z Z] o W Œ } š š] } v [(Œ } u š Z Z] o [• u] v ( ] o X d Z] • Á] o o } v o Ç • •] o Designated Safeguarding Lead and Safeguarding Deputies. These records will be electronically transferred to any school or setting the child moves to. If the receiving school uses a paper based system for recording SG and CP the transfer ( ] o • Z } µ o o Œ o Ç u Œ l Z Z] o W Œ } š š] } v U } v (•] P v š W Œ • } v Z] o W Œ } š š] } v X [d Z e i p t o b y t h e } µ o receiving school. Any paper files creating prior to us using the electronic system will š Œ v • (Œ Œ • ‰ ‰ Œ } ‰ Ç v • Z } µ o o Œ o Ç Confidential, for attention of Designated Person Child Protection.

Files wilo ŒZ]À v • µŒ oÇ •š}Œ birthday šZ]o šZ Z]o where the student attends at statutory school leaving age, in line with statutory guidance. DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records.

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original }‰]•Á]oo Œš]v µ th vš]o šZ birthday.

(See appendix 3 for the School referral/concern form)

7.2.8 Supporting the Child and Partnership with Parents

x ^Z}}oŒ }Pv]••šZ šZ Z]o [•Áo(Œ]•‰Œu} protection practice and outcome relies on a positive, open and honest working partnership with parents

x Whilst School may, on occasion, need to make referrals without consultation with parents, every effort will be made to maintain a positive working relationship with them whilst fulfilling duties to protect any child

x School will provide a secure, caring, supportive and protective relationship for the child

x Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

x School will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will šŒu]v ÁZ] Z u uŒ•}(•š((sensitive information)šÁ_ ‰Œ ÁZ šZ Ç^v š}lv}Á_ (}Œ šZ ‰µŒ‰}• }(•µ‰‰} child

7.2.9 Supporting the Child and family through early intervention

x The Prescot School recognises that some children need early help and support services and is committed to the early identification of such needs. Providing help early is more effective in promoting the welfare of children than reacting later when concerns have escalated.

x The recognised method of providing early intervention in Knowsley is the multi-agency Early Help Framework (EHA) process. This is a four-step process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. The EHA is designed to be used when:

- ❖ A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- ❖ A child or their parent/carer raises a concern with a member of staff
- ❖ A child's needs are unclear, or broader than the member of staff's service can address

- All staff in school will be alert to the potential need for early help for a child who:

  - is disabled and has specific additional needs;
  - has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
  - is a young carer;
  - is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
  - is frequently missing/goes missing from care or from home;
  - is at risk of modern slavery, trafficking or exploitation;
  - is showing early signs of abuse and/or neglect;
  - is at risk of being radicalised or exploited;
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - is misusing drugs or alcohol themselves;
  - has returned home to their family from care;
  - is a privately fostered child;
  - is showing any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support.

- In order to best support children and families, The Prescot School will participate fully in the Early Intervention process and will take on the role of Z o E À] P š } Œ E [where appropriate. To support this, The Prescot School will ensure that a member of staff is fully trained to use an electronic MAP which sits within the Eclipse database.

- DSLs will undertake an Early Help assessment, when appropriate, to identify what Early Help is required. An EHA (Multi-Agency Plan) Liquid Logic is an outcomes focused assessment tool. It is a four-step process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. Liquid Logic is designed to be used when:
  - A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
  - A child or their parent/carer, raises a concern with a member of staff
  - A child's needs are unclear, or broader than the member of staff's service can address

- The early Help process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory. The School name recognises that should a family not provide consent, this may require a review of the Level of Need, as refusal to provide consent may increase the risk to the child and subsequent consultation with MASH (Referral Team) would be required.

- The Early Intervention Locality Teams in Knowsley develop and maintain strong links to universal services, offer named link workers to key services, offer direct family support and offer support, advice and guidance to professionals. The Senior Early Help Officers from Family First and Stronger Families offer oversight of , [to ensure the level of need is correct. The locality teams are located in Huyton.

- Contact should be made with a Senior Early Help Officer, located within the Early Intervention Locality Teams or MASH team, for advice and support around the process and for help to identify the most appropriate support services for a (u] o Ç [•] v š] ( ] n E/HA is already open and risks are increasing or the plan is not progressing, to request a step up to social care, the school should contact MASH. The contact number is 0151 443 2600

7.2.10 Mandatory reporting of FGM- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out, by calling 101. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with our school Designated Safeguarding Lead v] v À } o À Z] o Œ v [• ^ }] o Œ • ‰ ‰ Œ } ‰ Œ] š X relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

If there are suspicions regarding FGM, it is essential that schools take action without delay. If there are concerns that a child is at risk of, or is a victim of, FGM contact the police via 999 (for immediate risk) or 101. Alternatively, the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk

7.2.11 Peer on Peer abuse- Taking action

All staff receive training on peer on peer abuse, such as through an INSET and/or during induction.

t Z À } ‰ š Z Á Z } o • Z } } o ‰ ‰ Œ } Z [š } š l o] v P abuse (including sexual violence and sexual harassment).

We fully understand that even if there are no reports of peer on peer abuse in school it may be happening. As such, all our staff and children are supported to:

- be alert to peer on peer abuse (including sexual harassment);
- understand how the school views, records and responds to peer on peer abuse;

- stay safe and be confident that reports of such abuse will be believed, taken seriously and acted upon.

We will not tolerate instances of peer on peer abuse and will not pass it off as ^ v š Œ _ U } Œ ^ ‰ Œ š } (P Œ } Á] v P µ ‰ _ X

t Á] o o Œ } P v] • š Z Z] š o ^ Z] µ • _ } v v } µ Œ š Á v v different age ranges.

We will follow both national and local guidance and policies to support children subject to peer on peer abuse.

7.3 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM

7.3.1 Background

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

School recognizes values freedom of speech and the expression of beliefs / ideology • (µ v u v š o Œ] P Z š • µ v Œ ‰] v v] v P s } µ Œ t s } d] š Ç [• À c teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

7.3.2 School duty

Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter Terrorism and Security Act 2015, school will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

School will link with other relevant agencies (including the Police) to ensure that vulnerable people are appropriately supported and risk assessed, and that staff and Governors are trained to an appropriate level to ensure they are able to recognise any concerns.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The Knowsley Channel and Prevent contacts are:
If you consider anything to be suspicious or connected with terrorism, contact the Anti-Terrorist Hotline on 0800 789 321.
If there is an on-going incident, contact the police on 999.

If you believe someone is at risk of radicalisation, call the Knowsley Multi Agency Safeguarding Hub on 0151 443 2600

Text Phone Service 0800 032 4539
Web site https://secure.met.police.uk/athotline/
Alternatively, there are the following national contacts available:
https://www.npcc.police.uk/CounterTerrorism/Prevent.aspx
Anti-Terrorist Hotline 0800 789 321

8 ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF SCHOOL (INCLUDING SUPPLY STAFF and VOLUNTEERS)

All school staff will be aware of and Á } Œ l Á] š Z] v š Z • Z } } o [• • š š µ š } Œ Ç ^ š Policy and other relevant policies and procedures. It will include guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

Where allegations against a staff member (including supply staff and volunteers) are made, the Principal should be notified immediately. In the event that the Principal is not available, or the allegation concerns them, the Chair of Governors should be contacted. Neither other members of staff will be asked to manage an allegation about another professional.

Through training, thorough induction, exit interviews and other opportunities we can:

- ensure our staff, volunteers and other adults in school are clear about appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns with the designated safeguarding lead (or a deputy) edit as necessary for your setting;
- address unprofessional behaviour and support the individual to correct it at an early stage;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
- help identify any weakness in our safeguarding systems.

The Prescot School follows the guidance set out in Part 4 of Keeping Children Safe in Education 2021, covering both levels of allegations and concerns:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold Œ (Œ Œ š } • Z o } } v Œ v • [X

8.1 Allegation - Where an allegation is made against any person working in or on behalf of the school that he or she has:

a. Behaved in a way that has harmed a child or may have harmed a child
b. Possibly committed a criminal offence against or related to a child
c. Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children pr
d. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the LA Children and Young People Safeguarding procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the PRINCIPAL. Whilst we acknowledge such allegations, (as all others), may be false, malicious or unsubstantiated, we also acknowledge they may be substantiated. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. Guidance set out in part 4 part 1 of KCSIE will also be adhered to.

8.2 Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record
- In the event that an allegation is made against the Principal the matter will be reported to the Chair of Governors who will proceed as Z Z W Œ] v] ‰ o [
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Principal may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Principal will consult with the Local Authority Designated Officer Designated Officer (LADO / DO) in order to determine if it is appropriate for the allegation to be o š Á] š Z Ç • Z } } o } Œ] (š Z Œ v • š } Œ (Œ Œ o š the police for investigation
- The contact details for LADO / DO in Knowsley are 0151 443 3928. CPconferencesecureemail@knowsley.gcsx.gov.uk
- Consideration will be given throughout to the support and information needs of students, parents and staff

- Consideration will be given throughout to the relevant, appropriate support of the member of staff, supply staff or volunteer who has had an allegation made against them
- The Principal will inform the Chair of Governors of any allegation
- ^ Z } } o Á] o o v } š µ • ^ } u ‰ Œ } u] • l • š š o u v š P Œ u v š • suitable to continue in their employment with children.
- School will not decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out the investigation.

8.3 Low Level Concerns

As part of school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. By doing so, it will encourage an open and transparent culture; enabling the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our institution.

d Z š Œ u o Z À o } o Á [} v Œ v } • v } š u v š Z š] š] •] v •] P v] ( ] v behaviour towards a child does not meet the threshold of harm. A low level concern is any concern t no matter how small, and even if no more than causing a sense of unease or a Z v P P] v P - that an adult working in or on behalf of Insert name of school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

8.3.1 Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

8.3.2 Sharing/reporting on concerns

It is crucial that any such concerns are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of our school from potential false allegations or misunderstandings. It also ensures that the values and expected behaviour which are set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff.

Low level concerns should be reported on to the Principal or the DSL

The Principal/Designated Safeguarding Lead will respond to any low-level concerns in line with the guidance set out within Keeping Children Safe in Education Part 4 ^ š] } v î v š Z • Z } } o [• ^ š ((} } (Managing ~ / v o µ] v Allegations Against Staff Policy)

8.4 Further Actions

- Where there is no criminal offence and Police are not leading on an investigation, any investigation undertaken by the school will be timely, thorough, consistent and fair to all parties involved in order to reach the correct conclusion and outcome. The Prescot School will endeavour to complete this investigation as quickly as possible.

- As a result of an investigation either through the LADO process or via internal disciplinary procedures, if any member of staff is found not suitable to work with children school name will refer the individual to the Disclosure and Barring Service (DBS) for consideration for barring. This includes where the member of staff resigns prior to conclusion of the investigation, the member of staff is dismissed, or when the school ceases to use their service as a result of a substantiated allegation. Where appropriate, consideration will also be given to referral to the Teaching Regulation Agency for possible prohibition from teaching.

- The Prescot School Á] o o v } š µ • ^ } u ‰ Œ } u] • _ } Œ ^ • š š o u v š P member of staff is not suitable to continue in their employment with children.

- The Prescot recognises that there are occasions when a person who works with children behaves in a way that is concerning and raises questions about their ability to recognise v š l • š ‰ • š } • (P µ Œ Z] o Œ v] v š Z] Œ Œ š Z š A LADO. As an employer the school has a duty to consider whether the issue indicates that they are unsuitable to continue in their role for the immediate future or indefinitely. These are known as issues of suitability and would be dealt with via the • Z } } o [•] •] ‰ o] v Œ Ç ‰ Œ } µ Œ include: • • µ • } (• µ] š] o] š Ç

  - Where an employee is being investigated for an offence against an adult, or
  - Their behaviour in their personal lives brings into question their suitability to work with children

However,] (v µ o š Á Z } Á } Œ l • Á] š Z Z] o Œ v Z •] v À } o À u v
Care in respect of their own child, or a child that they live with or have contact with, it is
š Z Œ • ‰ } v •]] o] š Ç } (Z] o Œ v [• ^ }] o Œ š } rm • • š Z
the LADO of whether the adult poses a risk to children. Examples of this may include:

- Allegations of assault, physical or emotional, on their own child or on a child they live with or have contact with
- Domestic abuse
- Substance misuse
- Lives with or is in a relationship with a person who is identified as a risk to children

The situation would meet the threshold of LADO should the child in question be made
• µ i š š } Z] o W Œ } š š] } v ‰ o v X d Z] •] • µ • ed Z] o
that the adult presents a risk to the associated child either directly or due to failure to protect.

Staff in school should ensure that they disclose information about themselves relating to the above to the Principal as soon as possible. School will create an environment and culture where staff are able to do this.

8.5 Concerns

Any concerns pertaining to the conduct (regarding children) of any person working in or on behalf of the school should be discussed with the Principal/DSL in accordance with Safeguarding Children in Education, September 2018.

For reference or advice, the MAT and NSPCC whistle blowing policies are available.

8.6 Whistleblowing

The Prescot School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, which may include
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and aid them in these circumstances.

Whistleblowing regarding the Principal should be made to the Chair of the Governing Body, whose contact details are readily available to staff.

Should the situation arise where a member of staff feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, advice can be sought via N^ W Z o ‰ o] v } Œ š Z W] } } u P Z W K & ^ l d l i n e [• .

The contact details are :

NSPCC
- Telephone number 0800 028 0285.
- Email t help@nspcc.org.uk

OFSTED Whistleblowing helpline
- Telephone number 0300 1233155
- Email t whistleblowing@ofsted.gov.uk

Appendix 1- CONTACTS

Knowsley Safeguarding Children Partnership
2nd Floor Nutgrove Villa

Westmorland Road
Huyton
Merseyside
L36 6GA

Telephone: 0151 443 4311
www.knowsleyscp.org.uk/contact/

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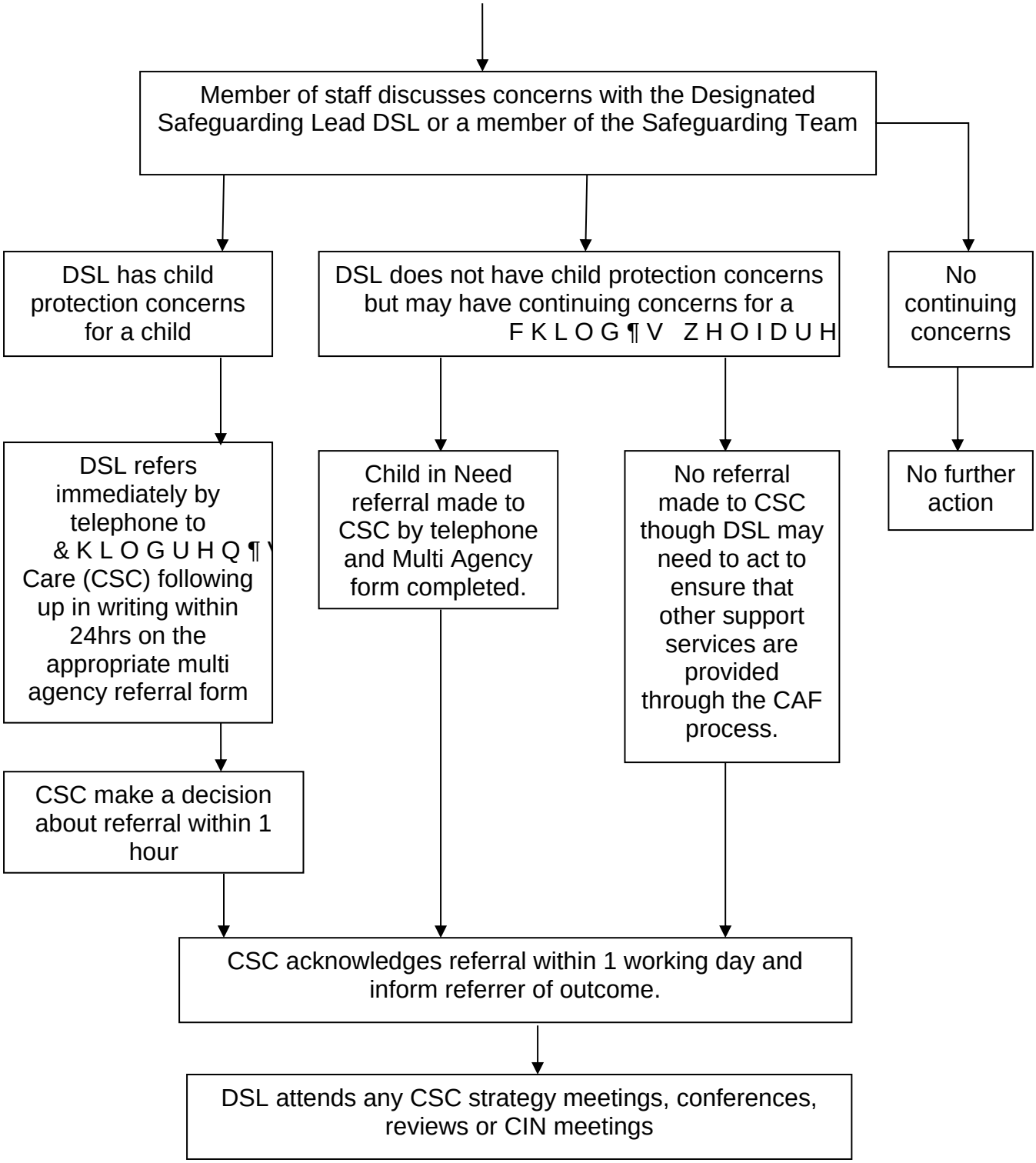
- MASH, 9am-5pm Mon- Friday: 0151 443 2600
- Out of hours Emergency Duty Team (EDT): 0151 443 2600

Appendix 2 Knowsley Referral Flow Chart



DSL ±Designated Safeguarding Lead
CP ±Child Protection
CiN ±Child in Need
CAF ±Common Assessment Framework
TAF ±Team Around the Family

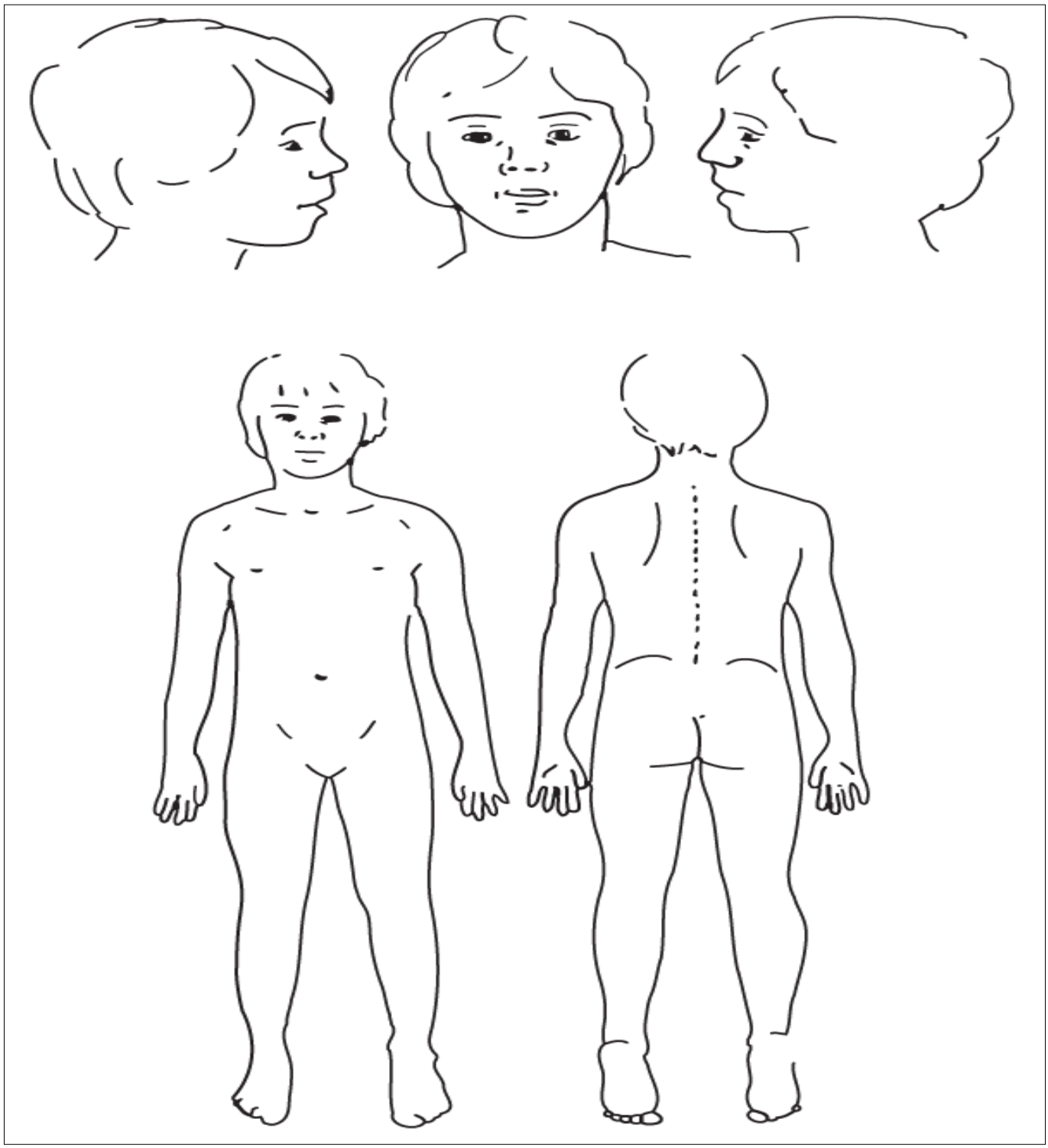
Appendix 3: Prescot School referral/concern form

CP/Safeguarding The Prescot School

Incident/concern/referral form 2020 -21			
Student Name		Form	
Date and Time incident/concern raised			
Member of staff raising the incident/concern			
Member of CP staff the incident/concern passed to Please circle	:		
Details of the incident/concern who, what, where, when... Please be as clear as possible with dates and times and record in the third person. (Third person eg Joe Blogg came to see Mrs Mary Jones at 11.20am on 21/5/13 and disclosed that the previous night (20/5/13) Joe *Blogg's mum hit him at the back of* the head with a saucepan. etcetc)			
Signature of member of staff raising the incident/concern		Date	

CP use only			
Meeting with student Date and time			
Additional information from meeting			
Communication with Parent, Date and Time			
Communication with other Agency, Date and Time			
Outcome/Actions	Action		By who?
Signature member of CP team dealing with the incident/concern		Date	
Signature of DSL or DDP		Date	

Appendix 4 BodyDiagram

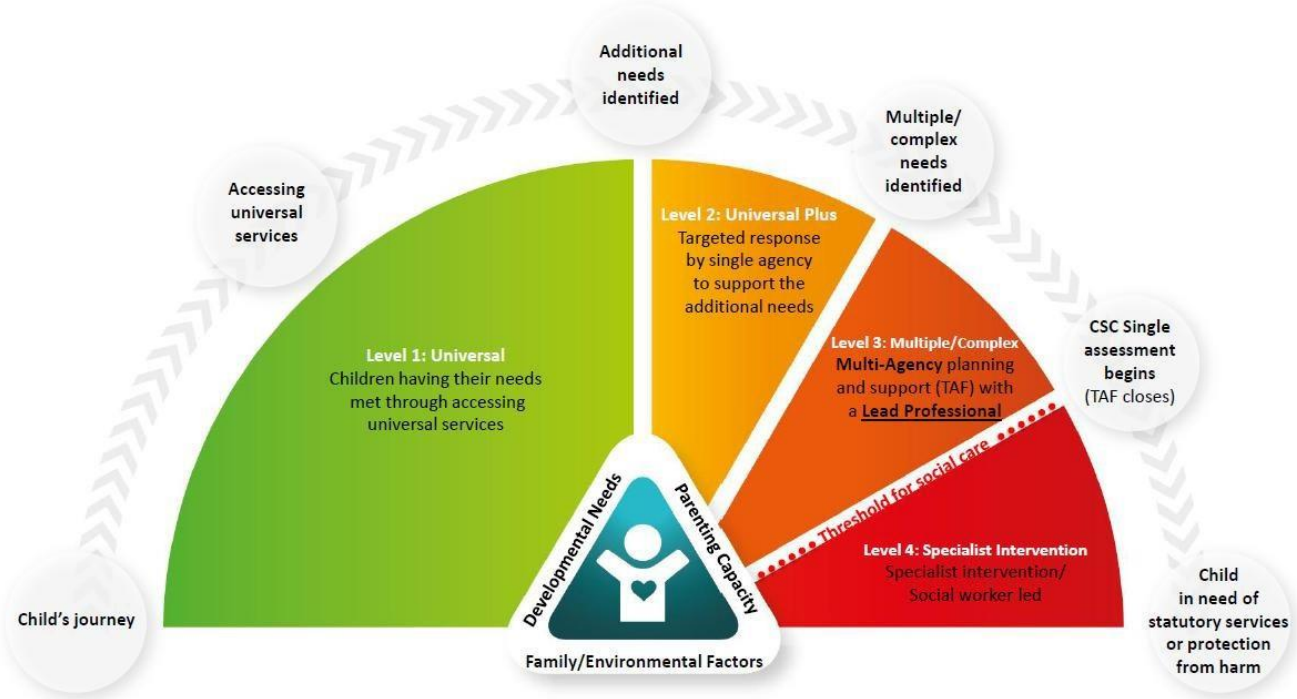


Name of Child : _____

Member of Staff : _____

Date : _____

Appendix 5 Local Authority Levels of Need

Knowsley Safeguarding Children ¶ Board - www.knowsleyscb.org.uk

MASH 0151 0151 443 2600 / EHA TEAM 0151 443 4707