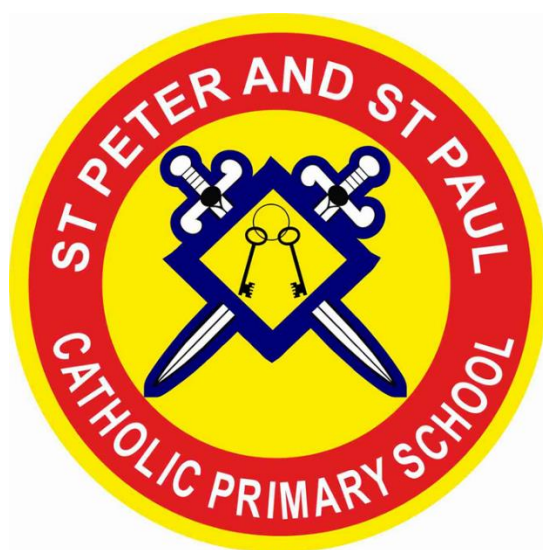


# **St Peter and St Paul Catholic** **Primary School**



## **Child Protection and Safeguarding** **Policy**

<b>Reviewed</b>	
<b>Signed</b>	
<b>Next Review</b>	

# **St Peter and St Paul Catholic Primary School**

## **Mission Statement**

*Following in the footsteps of St Peter and St Paul, we love, learn and grow together*

### **Objectives**

- As Christ is our inspiration we will spread the Good News, like St Peter and St Paul, and follow their example in our daily lives. (Christ centred).
- We aim to develop the whole child as unique, made in God's image, through providing high quality education enabling everyone to reach their full potential. (Education)
- We aim to be servants in our wider community showing love, forgiveness and respect through our words and actions (Community)

### **Christ Centred**

- Provide high quality RE through effective teaching of Come and See, Collective Worship, daily prayer, and sacramental and liturgical celebrations.
- Encourage all pupils to reflect on their faith and their relationship with God whilst respecting others of different faiths.
- In our behaviour and relationships in school, be an outstanding role model to our pupils treating each other with respect, care and a willingness to forgive.

### **Education**

- Ensure our teaching inspires every pupil through thoughtful and exciting activities so that they become independent learners.
- To recognise pupils' achievements and successes to foster an ethos of love, respect and celebration.
- To work with the families of our pupils to create positive relationships which are focused on maximising the progress and attainment of all learners.

### **Community**

- To build a closer relationship with our parish in celebrating special occasions of the liturgical year as well and regular celebration of the Eucharist.
- To create numerous opportunities for the parish community to visit school in order to create an idea of 'service' in our pupils.
- To participate in a wide variety of charitable activities and celebrations to build a feeling of empathy within our pupils for the wider global community and its needs.

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.*

***'Keeping Children Safe in Education' September 2022 (pg. 6)***

St Peter and St Paul Catholic Primary School fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all children who are pupils at our school. This policy applies to all stakeholders; this includes pupils, staff, parents, governors, volunteers, placement students and visitors.

This policy will give clear direction to all stakeholders about expectations and our legal and moral responsibility to safeguard and promote the welfare of all children at our school.

In our school:

- Mr. Paul Mackenzie, Deputy Head, is the Designated Safeguarding Lead (DSL).
- Mr. Mike Mainwaring, Headteacher, is the Deputy Safeguarding Lead (DDSL).
- Miss. Sophie Flaherty is the Pastoral Lead (PL).
- Mrs. Pat Peel is the Safeguarding Governor (SG).
- Mrs. Heather Addison is Virtual School Head, Atlas House, Corporation Street, St. Helens WA9 1LD Tel: 01744 671039 email: [heatheraddison@sthelens.gov.uk](mailto:heatheraddison@sthelens.gov.uk).
- Mrs. Keeley Tunstall is the SENCO.

St Peter and St Paul Catholic Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. We recognise that **no single professional can have a full picture** of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the **governing body, the headteacher, staff and all stakeholders** understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL. In addition, to ensure that staff are aware that ANYONE can make a referral and understand professional challenge.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Endeavour to provide a safe and welcoming environment where children are respected and valued; where the voice of the child is listened to and is paramount.

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

## Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

The purpose of this safeguarding policy is to ensure every pupil at St Peter and St Paul Catholic Primary School is safe and protected from harm. The Department for Education (DfE) ‘Keeping Children Safe in Education’ (September 2022), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Children can abuse other children. This is generally referred to as **child-on-child abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting; initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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 they intentionally penetrate the vagina or anus of another person (B) with a part of their 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 they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - 1) The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - 2) Sharing unwanted explicit content.
  - 3) Upskirting.
  - 4) Sexualised online bullying.
  - 5) Unwanted sexual comments and messages, including on social media.
  - 6) Sexual exploitation, coercion, and threats.

**Upskirting** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

**Consensual and non-consensual sharing of nude and semi-nude images and/or videos**, colloquially known as **"Sharing nude and semi-nude images"** and **"youth produced imagery"**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. **Indecent imagery** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing.
- A child touching themselves in a sexual way.
- Any sexual activity involving a child.
- Someone hurting a child sexually.
- Sexual activity that involves animals.

**Consent** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

### Law and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- **Education Act 2002:** Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguard and promote the welfare of children.
- **Working Together to Safeguard Children 2018** guides education establishments of their role within inter-agency working to safeguard and promote the welfare of children. This is **the government's statutory guidance for all organisations and agencies** who work with, or carry out work related to, children in the United Kingdom.
- **Keeping Children Safe in Education 2022:** The Department for Education (DfE) has updated the statutory safeguarding and child protection guidance for schools and colleges in England, Keeping Children Safe in Education. This guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.
- **Guidance for Safer Working Practice 2022**
- **The Children Act 1989 & 2004**
- **The Prevent Duty** – The Prevent duty is **the duty in the Counter-Terrorism and Security Act 2015** that's sets out guidance for the LA and its partners to have due regard to the need to prevent people from being drawn into terrorism.
- **Female Genital Mutilation Act 2003** as inserted by the Serious Crime Act 2015
- **Sexual Offences Act 2003**
- **Equality Act 2010**
- **Counter-Terrorism and Security Act 2015**
- **Domestic Abuse Act 2021**
- **Disqualification under the Childcare Act 2006**

### Relevant Non-Statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2022) 'Recruit teachers from overseas'

- UKCIS (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- School Attendance Policy.
- Prevent Duty Policy.
- Anti-Bullying Policy.
- Online Safety Policy.
- Data Protection Policy.
- Whistleblowing Policy.
- Allegations of Abuse Against Staff Policy.
- Staff Code of Conduct / Staff handbook.
- Behaviour Policy.
- Managing pupils with medical conditions.

### **Roles and responsibilities**

**All staff** have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil with a **child-centred approach**.
- Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding pupils at the forefront of practice at all times.
- Ensure ALL children have opportunities to communicate and know that they are **listened to**.
- Contribute to **providing a curriculum** which will equip children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential.
- Establish effective, supportive, and **positive relationships** with parents, carers, pupils and other professionals.
- Maintain an attitude of '**it could happen here**' where safeguarding is concerned.
- Be proactive to provide a **safe and secure environment** in which pupils can learn.
- Be prepared to **identify** pupils or families who may benefit from **early help**.
- Be aware of the **school's individual procedures** that support safeguarding, including all policies, internal reporting procedures, information and engage with training provided.
- Be aware of the role and **identity of the DSL** and deputy DSL and seek them for advice if required.
- Undertake **safeguarding training**, including online safety training, during induction and subsequently on a regular basis (at least annually), including receiving bulletins, emails and briefings. Staff should undertake **Prevent awareness training** at least bi-annually.
- Be aware of the **local early help process** and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that **anyone can make a referral**.
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is **a risk of immediate serious harm to a child**.
- Be aware of and **understand the procedure to follow** in the event that a child confides they are being abused, exploited or neglected, in a timely manner.
- Maintain appropriate **levels of confidentiality** when dealing with individual cases.
- **Reassure victims** that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Be aware of **safeguarding issues** that can put pupils at risk of harm.
- **Be aware of behaviours linked to issues** such as drug-taking, alcohol misuse, deliberately missing education, sharing indecent images, extremist behaviours and other signs that pupils may be at risk of harm.
- Be fully aware of the importance of **mental health in relation to safeguarding** and that 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.
- Be aware that **a pupil may not feel ready** or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

**Teachers, including the headteacher, have a responsibility to:**



- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the '**Teachers' Standards**'.

**The governing body has a duty to:**

- Take **strategic leadership responsibility** for the school's safeguarding arrangements.
- Ensure that the school **complies with its duties** under the above child protection and safeguarding legislation.
- Ensure that all governors receive **appropriate safeguarding and child protection training** upon their induction and that this training is updated regularly.
- Ensure that staff **read, understand and follow** part one of KCSIE September 2022.
- Ensure a **named Governor takes leadership responsibility** for safeguarding arrangements and receives appropriate training in the management of safeguarding.
- Attend **Prevent training** at least bi-annually.
- Appoint an appropriate member of staff from the SLT to the **role of DSL** and one or more deputy DSL to provide support and ensure that they are trained to the same standard as the DSL ensuring that the roles are explicit in their job description(s). Ensure the provision of appropriate support, funding, training, resources, and time to carry out their role.
- Support and monitor a **whole-school approach to safeguarding**; this includes ensuring that safeguarding and child protection are at the forefront and **ethos** remains consistently high.
- Ensure **systems are in place so that children can confidently report abuse**, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible. Ensure that the **voice of the child** is heard and acted upon.
- Ensure **effective and appropriate policies** and procedures are in place.
- Make sure that **pupils are taught about safeguarding**, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting **pre-employment checks on staff** who work with children.
- Ensure the school has **clear systems and processes in place for identifying possible mental health problems in pupils**, including clear routes to escalate concerns and clear referral and accountability systems.
- Ensure that at least one person on any recruitment panel has undertaken **safer recruitment training**.
- Ensure that **all staff receive relevant safeguarding and child protection training** updates, e.g. emails, as required, but at least annually, including a thorough induction.
- Confirm that there are transparent procedures in place to handle **allegations against staff**, supply staff, volunteers and contractors.
- Confirm that there are **procedures in place to make a referral to the DBS** and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Ensure that appropriate disciplinary procedures are in place, as well as **policies pertaining to the behaviour of pupils and staff**.
- Ensure that **procedures are in place to eliminate unlawful discrimination**, harassment and victimisation, including those in relation to child-on-child abuse.
- Appoint a **designated teacher to promote the educational achievement of CLA** and ensure that this person has undergone appropriate training.
- Ensure that the **appropriate level of check** is completed on Governors.
- Create a culture where **staff are confident to challenge** senior leaders over any safeguarding concerns.
- Ensure that **children are safe online** by ensuring that appropriate filters and monitoring systems are in place.
- Ensure that **safeguarding is embedded within the curriculum**.
- Ensure staff in school are aware of, and policies are personalised to reflect, an understanding of specific issues such as **child-on-child abuse** and safeguarding children with disabilities and special educational needs.
- Partake and complete the **175 audit tool** on a bi-annual basis (at least) as directed by the Local Authority.
- Be aware of their obligations under the **Human Rights Act 1998**, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.
- Ensure that all practice and procedures operate with the best interests of the child at the centre with a **firm child centred approach**.

**Mr. Mackenzie the DSL has a duty to:**

- Take **lead responsibility for safeguarding** and child protection, including online safety, creating and maintaining a highly visible safeguarding culture.
- Provide **advice, support and expertise to other staff** on child welfare, safeguarding and child protection matters.
- **Take part in strategy discussions**, inter-agency meetings and Child Protection Conferences and/or support other staff to do so.
- **Contribute to the** assessment of children, and/or support other staff to do so.
- Ensure that all staff receive **appropriate safeguarding training**.
- **Be available** during school hours for staff to discuss any safeguarding concerns.
- Arrange, alongside the school, adequate and **appropriate cover** for any activities outside of school hours or terms.
- Refer cases:
  - 1) To CSC where abuse and neglect are suspected, and support staff who make referrals CSC.
  - 2) To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  - 3) To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - 4) To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
  - 5) And to any other appropriate identified agency or partner.
- Act as a **point of contact** with the multi-agency partners.
- Ensure **effective communication** and information sharing (when appropriate) between stakeholders e.g. Deputy DSL Headteacher, Pastoral Lead, SLT, Governance.
- Liaise with staff when deciding whether to make a referral by **liaising with relevant agencies** so that children's needs are considered holistically.
- Liaise with the **senior mental health lead** and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote **supportive engagement with parents** in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with relevant staff, **taking lead responsibility for promoting educational outcomes** for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - 1) Ensuring that the school knows which pupils have or had a social worker.
  - 2) Understanding the academic progress and attainment of these pupils.
  - 3) Maintaining a culture of high aspirations for these pupils.
  - 4) Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
- Ensure that **child protection files are kept updated** and secure, monitoring the quality and accuracy of logs.
- Ensure that a pupil's child protection **file is transferred** as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared to support a child's journey.
- Ensure **all stakeholders understand the Child Protection Policy**, Keeping Children Safe in Education 2022 and internal procedures to report any concerns are transparent and understood by all. Ensure this information is given in **induction** and at regular intervals/ training.
- Work with the governing board to ensure the school's Child Protection and **Safeguarding Policy is reviewed annually**, and the procedures are updated and reviewed regularly.
- Ensure the school's **Child Protection and Safeguarding Policy is available publicly**, ensure that parents are aware of schools' responsibilities regarding safeguarding and child protection.
- Undergo **DSL training**, and update this training at least every two years to remain compliant.
- Ensure opportunities for **further training** and opportunities for upskilling are taken.
- Encourage a culture of listening to children promoting **the voice of the child**.
- **Recognise the importance of information sharing**, including within school, with other schools and with the safeguarding partners and other agencies by understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.



- Undertake **Prevent** awareness training (at least) bi-annually.
- Be provided with appropriate support and **supervision** in order to carry out the role safely and effectively.
- Liaise with the Local Authority Personal Advisors for any Care Leavers.
- Have due regard to Appendix C of Keeping Children Safe in Education 2022 – 'The Role of the Designated Safeguarding Lead'.

St. Peter and St. Paul Catholic Primary School recognises that Mr. Mainwaring the Deputy DSL must be trained to the same standard as the DSL.

**The designated teacher** has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. In our school this is Mr Paul Mackenzie.

### **Training and Induction**

St. Peter and St. Paul Catholic Primary School recognise the importance of ongoing staff training and development to keep staff aware of emerging issues and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members, governors and volunteers will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Child-On-Child Abuse procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE 2022).
- The Behaviour Policy.
- The School Attendance Policy, including the safeguarding response to children who have unexplained absences or go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s).
- How to record concerns in your setting.

Following induction, St. Peter and St. Paul Catholic Primary School recognises the need to ensure continual, effective training to staff and other stakeholders. We will ensure:

- All staff, Governors and volunteers will receive Safeguarding Training (at least) annually.
- The DSL will provide all staff, volunteers and governors with regular safeguarding updates.
- All staff, volunteers and governors will read and show an understanding of any updates that are provided.
- DSL will attend DSL training every 2 years and update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis.
- The DSL, along with Governors and all staff will undertake Prevent awareness training (at least) every two years.
- At least one member of staff and one governor will attend Safer Recruitment Training.
- All staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Child-on-Child abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting.
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL.
- Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.
- Detailed records will be held of staff safeguarding training and ensure that no training becomes out of date.

### **Multi-Agency Working**

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on [St. Helens Safeguarding Children Partnership - scp \(sthelenssafeguarding.org.uk\)](http://sthelenssafeguarding.org.uk).

The school will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The school will work with CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment. St. Peter and St. Paul Catholic Primary School also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.

### **Information Sharing**

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

**Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.** If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

### **Early Help**

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff at St. Peter and St. Paul Catholic Primary School recognise that any professional can provide early help. In our school the pastoral team includes Mr Paul Mackenzie and Miss Sophie Flaherty, staff are encouraged to speak to either of these if they feel the need. Any pupil or family may benefit from early help, but staff will be alert to the potential need specifically for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Is misusing drugs or alcohol.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are displaying harmful sexual behaviours which may pose a risk to other children and themselves.
- Are persistently absent from education, including persistent absences for part of the school day.

- Show any other early signs of abuse, neglect any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children.

Miss Sophie Flaherty will take the lead where early help is appropriate and consent has been gained. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required to help provide the right, effective support at the right time.

#### Early Help Assessment - information for professionals – St Helens County Council

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review assessing the impact of the support.

#### **We therefore ensure that:**

- All staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and can follow school procedures to share this with a member of the pastoral team.
- A member of the pastoral team will undertake a Family Early Help Assessment, when appropriate, to identify what Early Help is required.
- A member of the pastoral team will signpost and refer to appropriate support agencies.
- A member of the pastoral team will lead on CAF meetings where it is appropriate for them to do so.
- A member of the pastoral team will follow the local safeguarding processes and refer to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using the Levels of Need contained within the guidance below:

<b>Table: Description of the four levels of need</b>	
<b>Level 1: Universal</b>	
Definition	<ul style="list-style-type: none"> <li>• Children and young people, including those with additional needs, whose needs are met by family, community and universally, provided services.</li> <li>• Universal services have long(er) term involvement with children and families and play a key role in helping them throughout stages of life. Services are encouraged to help and support children and families to resolve need at this level.</li> <li>• All services should help support children and families to find their own solutions.</li> <li>• Sometimes children and families need more structured and focused help, for example, when they are going through challenging times. One professional may be able to provide the extra help that is needed, or help the family to identify where to access the right help.</li> </ul>
Example	<ul style="list-style-type: none"> <li>• Children and young people, who reach their full potential, make good overall progress through the care of their families, communities and the support of a range of universally provided services; this could include welfare rights, debt management, health issues or behaviour management strategies in the home.</li> <li>• For instance a school nurse or learning mentor is encouraged to offer support where they can, and where formal assessment and planning is not required.</li> </ul>
Process	<ul style="list-style-type: none"> <li>• Each agency uses its own processes and documentation.</li> <li>• This is to include a plan that is co-developed with families and monitored to see if the plan has been implemented and agreed outcomes have been achieved and, if not, what the next steps are.</li> <li>• The Early Help Assessment Tool (EHAT) checklist is available to support the consideration of information available and the agreed plan.</li> <li>• All schools should have a clear approach to identifying and responding to special educational need, one of the first responses should be high quality teaching (3).</li> </ul>
Consent	<ul style="list-style-type: none"> <li>• Each agency will have its own process for gaining and documenting consent.</li> <li>• Article 8 of the Human Rights Act 1998 states that everyone has the right to respect for his or her private and family life, home and correspondence. Workers who have access to information about children and families must therefore treat any information as confidential.</li> <li>• When an individual agency identifies needs that cannot be met by their service alone, consent to refer to an appropriate service should be obtained from parents or carers.</li> </ul>

**Table: Description of the four levels of need**

**Level 1: Universal**

	<ul style="list-style-type: none"> <li>Advice should be sought from your safeguarding lead or line manager if the child's main carer does not hold parental responsibility.</li> </ul>
Lead professional	<ul style="list-style-type: none"> <li>Not required.</li> </ul>
Definitions used by other services	<ul style="list-style-type: none"> <li><a href="#">Example from 0-19: Universal services from the health visitor and school nurse ensure that families can access the healthy child programme, are supported at key times and have access to a range of community services (4).</a></li> </ul>
Information sharing	<ul style="list-style-type: none"> <li>It is important to keep accurate and reliable records so that if required, information can be shared appropriately and lawfully (providing there is the appropriate consent).</li> </ul>

**Level 2: Early Help**

Definition	<ul style="list-style-type: none"> <li>Children may have low levels of need or may be vulnerable to poor outcomes and require additional support and services to help them overcome any difficulties. Early Help can also prevent problems arising.</li> <li>Effective Early Help relies upon local agencies working together to: identify children, unborn babies included, and families who would benefit from Early Help; undertake an assessment of the need for Early Help; and provide targeted Early Help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.</li> <li><a href="#">Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help is working together to provide support as soon as a problem emerges, at any point in a child's life, from the unborn through to the teenage years.</a></li> </ul>
Example	<ul style="list-style-type: none"> <li>There may be concern about a number of risk factors or one specific risk factor.</li> <li>The family either require additional support over and above universal services (level 1) or may have improved and no longer be at level 3 or 4.</li> <li>The level (threshold) for statutory social care intervention is not currently met.</li> </ul>
Process	<ul style="list-style-type: none"> <li>Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.</li> <li>The assessment and recording are supported by the Early Help Assessment Tool.</li> <li>The procedure is 'Think Family' (5).</li> <li>Additional support for the plan can be gained via the Level 2 Panel (5).</li> <li>Consider targeted interventions as part of the graduated response to SEND (3).</li> </ul>
Consent	<ul style="list-style-type: none"> <li>The consent of parents and young people of sufficient age and understanding is therefore required for agencies to share information or to hold a Family Action Meeting.</li> <li>Agencies should obtain informed consent to start the Early Help Assessment and begin to coordinate a plan of support.</li> <li>Advice should be sought from your safeguarding lead or line manager if the child's main carer does not hold parental responsibility.</li> <li>The Think Family Multi Agency Consent Form should be used to record consent to information sharing. The consent statement on the Early Help Assessment Tool system should be updated to include all agencies that are supporting the family.</li> <li>Unless there are very exceptional circumstances, meetings should not take place without the consent of parents and children of sufficient age and understanding. See the Think Family procedure (5).</li> </ul>
Lead professional	<ul style="list-style-type: none"> <li>A lead professional is identified from amongst the group of practitioners working with the unborn, child, young person or family. The lead professional is chosen through a process of discussion and agreement between those practitioners who are involved and in consultation with the family.</li> <li>If the case is referred to the Level 2 Panel and assigned a Family Intervention Worker, the lead professional will be informed of the outcome of panel and the recommended plan. The lead</li> </ul>

	professional and allocated Family Intervention Worker should meet within 5 working days to agree the plan of work.
Definitions used by local services	<ul style="list-style-type: none"> <li>• <a href="#">Example from the Youth Justice Prevention Service: providing intervention to young people and their families who are identified at early onset of risk of offending or displaying antisocial behaviour in the community.</a></li> </ul>
Information sharing	<ul style="list-style-type: none"> <li>• <a href="#">Effective sharing of information between professionals and local agencies is for effective identification, assessment and service provision (see page 19 in Working Together (1)). Participants attending the Family Action Meeting will share information documented within their report and relevant to the dimensions and domains of the Assessment Framework outlined in the Early Help Assessment Tool.</a></li> </ul>

Level 3: Child in Need	
Definition	<ul style="list-style-type: none"> <li>• Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (Child in Need).</li> <li>• Children have a higher or more complex level of need requiring a multi-agency response offering targeted support to improve outcomes.</li> <li>• A Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.</li> </ul>
Example	<ul style="list-style-type: none"> <li>• Children in Need may be assessed under section 17 of the Children Act 1989, in relation to their special educational needs, disabilities, as a carer, or because they have committed a crime.</li> <li>• Where concerns escalate beyond Early Help, and significant harm is likely or a child's level of development/welfare is compromised, the concern can be 'stepped up' for social care interventions where appropriate (6).</li> <li>• Similarly, where there has been social care interventions, and needs have been addressed, it can be 'stepped down' the levels to ensure continuation of support that is appropriately provided through multi-agency arrangements, which should prevent re-escalation at a later stage (6).</li> </ul>
Process	<ul style="list-style-type: none"> <li>• Child in Need (CiN). Referrals are made using the Service Request Form which is sent to the Contact Centre on <a href="mailto:adultandchildrenteam@sthelens.gov.uk">adultandchildrenteam@sthelens.gov.uk</a>. Parents/carers consent needs to be sought before completing this. Once the service request form is received, screening is completed by the MASH Team and a decision is made as to whether to progress to the Duty Teams for a Children and Families Assessment (C&amp;F / Single Assessment).</li> <li>• Consider targeted interventions as part of the graduated response to SEND, additional funding may be required. Learners necessitating long term interventions with personalised learning may require an Education, Health and Care (EHC) plan (3) and/or a Care, Education and Treatment Review (CETR) which are for those children and young people with learning difficulties and or autism who have been or may be admitted to a specialist mental health / learning disability hospital (7).</li> </ul>
Consent	<ul style="list-style-type: none"> <li>• The informed consent of parents and young people of sufficient age and understanding is required for agencies to share information or to hold a multiagency meeting.</li> <li>• Unless there are very exceptional circumstances, meetings should not take place without the consent of parents and children of sufficient age and understanding.</li> <li>• <a href="#">If parents or young people choose not to consent it may raise questions as to why. If parents or young people are worried or not sure, they should be encouraged to speak to the professional(s) working with them about their concerns. For further guidance see Working Together (1).</a></li> <li>• <a href="#">Advice should be sought from your safeguarding lead or line manager if the child's main carer does not hold parental responsibility.</a></li> <li>• The Multi Agency Consent Form should be used to record informed consent to information sharing and a service Request Form should be completed.</li> </ul>
Lead professional	<ul style="list-style-type: none"> <li>• The assessment is completed by a social worker; the lead professional is usually a social worker but can be one of the other services/agencies working closely with the family.</li> </ul>

Definitions used by others	<ul style="list-style-type: none"> <li>The same statutory (legal) definition is used by all services.</li> </ul>
Information sharing	<ul style="list-style-type: none"> <li>The same as for Early Help</li> <li>Effective sharing of information between professionals and local agencies is for identification, assessment and service provision. Meeting participants will share information documented within their report for a Child in Need Meeting and relevant to the dimensions and domains of the Assessment Framework.</li> </ul>

#### Level 4: Child Protection

Definition	<ul style="list-style-type: none"> <li>The Children Act 1989 introduced significant harm as the level which justifies compulsory intervention in family life and the best interests of the children.</li> <li>Local authorities have a duty to make enquiries under Section 47 of the Children Act 1989 if they have 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm'.</li> <li>Children or young people who are experiencing very serious or complex needs that are having a major impact on their achievement of expected outcomes. Their needs will be such that they require intensive support from specialist services.</li> <li>Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.</li> </ul>
Example	<ul style="list-style-type: none"> <li>Concerns about maltreatment may be the reason for a referral to local authority Children's Social Care or may be detected during the course of providing social work services to the child and family.</li> <li>Cases of physical, sexual or emotional harm or where the child/children are experiencing neglect, or have been the perpetrator or victim of a serious crime.</li> </ul>
Process	<ul style="list-style-type: none"> <li>Referral is made to Contact Cares; telephone number 01744 676767. Screening is completed by the MASH Team. The case information is sent to statutory services for a Strategy Meeting to determine if Section 47 level is met.</li> <li>If the case is already open at Level 3, escalation is via internal processes.</li> <li>The Children and Families Assessment (C&amp;F / Single Assessment) is completed by a social worker.</li> </ul>
Consent	<ul style="list-style-type: none"> <li>Where possible, informed consent should always be gained from the parent unless informing the parent or person with parental responsibility would put the child or young person at further risk.</li> <li>Advice should be sought from your safeguarding lead or line manager if the child's main carer does not hold parental responsibility.</li> </ul>
Lead professional	<ul style="list-style-type: none"> <li>A social worker will be the lead professional.</li> </ul>
Definitions used by other services	<p>The same statutory definition is used by all services.</p> <p>Other useful definitions:</p> <ul style="list-style-type: none"> <li>Section 20: Some children may require accommodation because there is no one who has parental responsibility for them, because they are lost or abandoned or because the person who has been caring for them is prevented from providing them with suitable accommodation or care. Under section 20 of the Children Act, the local authority has a duty to accommodate such children in their area (1). Children remanded (pre-sentencing) to a Youth Detention Centre automatically come under section 20 until or unless sentenced to custody. The Social Worker and Youth Justice Worker work collaboratively to schedule reviews (1).</li> <li>Section 31: where a child is in the care of the local authority, the local authority, as a corporate parent, must assess the child's needs and draw up a care plan which sets out the services which will be provided to meet the child's identified needs (1).</li> </ul>
Information sharing	<ul style="list-style-type: none"> <li>Effective sharing of information between professionals and local agencies is essential for identification, assessment and service provision. See also page 19 in Working Together (1).</li> </ul>



- Meeting participants will be expected to provide information to a Strategy Discussion/Meeting and any subsequent Child in Need Meeting or Child Protection Case Conference/Core Groups. Any information unless confidential should be disclosed to parents.
- Information contained in the Child and Family Assessment, should be across the domains and dimensions and of the Assessment Framework.

### **Abuse and Neglect**

**Abuse** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

**Physical abuse** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, biting, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Staff are aware of Female Genital Mutilation, a form of Physical abuse.

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

**Sexual abuse** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

**Neglect** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- All staff will be aware of the indicators of abuse and neglect and be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL, will be aware that safeguarding incidents and/or behaviours can be associated with contextual factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms.)
- All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, radicalisation and the sharing of indecent images.
- All staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported - Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

- All staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):

### **Domestic Abuse**

In line with the Domestic Abuse Act 2021, **domestic abuse** is defined as abusive behaviour of a person towards another person where both are aged 16 or over and are personally connected. **Abusive behaviour** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

The school will recognise the serious, long lasting emotional impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

St. Peter and St. Paul Catholic Primary School has commitment to Operation Encompass and informing all stakeholders of the initiative. The lead person for Operation Encompass is Mr Paul Mackenzie.

[www.operationencompass.org](http://www.operationencompass.org)

### **Homelessness**

The DSL and deputy DSL are aware of the contact details and referral routes into the Local Housing Authority (01744 740803) so that concerns and support over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to” or frequent moves.

Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

### **Children absent from school**

Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 school days or more, in accordance with LA protocol. Where reasonably possible schools and colleges **will hold more than one emergency contact number for their pupils and students.**

### **Children attending an approved educational activity**

An approved educational activity is where a pupil is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision. Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, schools are responsible for the safeguarding and welfare of pupils taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity. Such activities include:

- Dual registered at another school.
- Participating in a supervised sporting activity.
- Educational visit or trip.
- Work experience.

### **Child Criminal Exploitation (CCE)**

**Child criminal exploitation** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants.
- For the financial advantage or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence (this could be online or through technology).

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of **any gender** are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Appearing with unexplained gifts, money or new possessions.

Criminal exploitation of children can include **County Lines**. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or criminal networks / gangs groom and exploit children and young people to carry drugs and money into one or more areas. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered in addition to normal safeguarding procedures.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line, moving drugs, collecting money.
- Being found in accommodation they have no connection.
- Owning a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

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

**Child Sexual Exploitation** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants.
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence, this could be online or through technology.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will

also recognise that pupils may not realise they are being exploited and they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered.

### **Modern Slavery**

**Modern slavery** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. (From The Modern Slavery Act 2015, Section 52) The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

### **Female Genital Mutilation (FGM)**

**FGM** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSC and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate.

**NB:** *This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.*

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.
- Travel abroad or a long holiday with relatives to a country known to practise FGM.

FGM is included in the definition of **honour-based' abuse (HBA)** which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

### **Forced Marriage**

**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. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit. It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

### **Extremism & Radicalisation**

**Extremism** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate to ensure awareness of local & national incidents that may heighten the activity of extreme groups or cause increased curiosity of children.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation and ensure that all staff and governors have received appropriate and up-to date training.

- The Online Safety Policy will support the safeguarding of children online by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software and supervision is in place.

- The DSL understands when it is appropriate to make a referral to the Channel Panel and are aware of how to do so.

### **The Prevent Duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as **The Prevent Duty**, forming part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out The Prevent Duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy and in the Prevent audit and planning tool kit.

St Peter and St Paul Catholic Primary School will ensure that ALL Staff, Governors and volunteers are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty.'

<b>Prevent Lead</b>	Paul Mackenzie
<b>Prevent Governor Lead</b>	Pat Peel
<b>Prevent Curriculum Lead</b>	Paul Mackenzie

### **Private Fostering**

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify CSC as soon as possible to allow the LA/CSC to conduct any necessary checks.

### **Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

### **Child-on-Child Abuse including Sexualised Abuse**

**Child-on-Child abuse** is defined as abuse between children under 18 years of age. St. Peter and St. Paul Catholic Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse.

St. Peter and St. Paul Catholic Primary School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.



- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL and the SLT.

The school's procedures for managing allegations of child-on-child abuse are outlined in the School Behaviour Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

St. Peter and St. Paul Catholic Primary School and DSL will consider:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident.
- the ages of the children involved.
- the development stages of the children involved.
- any power imbalance between the children.
- is the incident a one-off or a sustained pattern of abuse.
- are there ongoing risks to the victim, other children, school or college staff.
- contextual safeguarding issues.

**Following a report of sexual violence, the DSL or Deputy DSL will make an immediate risk and needs assessment, considering:**

- the victim.
- the alleged perpetrator.
- all other children (and if appropriate adult students and staff).
- Risk assessments will be recorded and kept under review as a minimum termly.
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

### **Serious violence**

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.

- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possession.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment or trauma.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

### **Online Safety**

St. Peter and St. Paul Catholic Primary School will adhere to the Online Safety Policy at all times and is committed to keeping children safe online. The school recognises that addressing online safety issues should form an integral part of the school's safeguarding arrangements.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed with any inappropriate behaviours or searches being followed up appropriately.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy. When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the Online Safety Policy and School Behaviour Policy.

### **Personal Electronic Devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Staff Code of Conduct.

Where photographs and videos will involve pupils who are CLA, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are CLA or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures. St. Peter and St. Paul Catholic Primary School is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner.

School will therefore ensure that:

- informed parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media/internet.
- staff, visitors, volunteers and students do not use their own mobile phones or devices to take or record any images of children.

### **Upskirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. “**Operating equipment**” includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

### **Sharing Nude and Semi-Nude Images**

Formerly referred to as ‘Sharing nude and semi-nude images’, sharing nudes and semi-nudes is defined as *the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums.* (UKCIS, 2020)

UKCIS – Sharing nudes and semi-nudes: advice for education settings (UKCIS, 2020).

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

The school will ensure that all staff are aware to treat the sharing of indecent images as a safeguarding concern. Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with such instances in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images and how and when to report.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes/semi-nudes that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes, including where there is an adult involved, where there is an intent to harm the pupil or where the images are used recklessly.
- **Experimental:** incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- never copy, print, share, store or save them; this is illegal.
- discuss the decision with the headteacher or a member of the senior leadership team.
- make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team.
- make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team.

- wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office.
- make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images.
- record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.
- if any devices need to be taken and passed onto the police, the device(s) should be confiscated and the police should be called.

The above summarised points are explained in further detail with important supporting guidance in the UKCIS guidance – Sharing nudes and semi-nudes: advice for education settings.

### **Context of Safeguarding Incidents**

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSC or external agencies.

### **Pupils with SEND**

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Pupils with SEND or disabilities are nearly 4 times more likely to be a victim of abuse.
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability.
- Pupils with SEND can be disproportionately impacted by issues such as 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. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with Mis Keeley Tunstall (school SENCo), as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

### **Extra-Curricular Activities and Clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.

St. Peter and St. Paul Catholic Primary School will always consider safeguarding arrangements when an extracurricular activity or club is arranged in view of DSL availability or ensuring that a risk assessment has been completed for external agencies and the school is satisfied that the agency has appropriate safeguarding policies and procedures in place.

### **Alternative Provision**

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

### **Managing Referrals**

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC. Where CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

#### **Concerns about Staff and Safeguarding Practices**

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Headteacher. If the concern is with regards to the Headteacher, it must be referred to the chair of governors – Mr Jimmy McNamee.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

#### **Allegations of Abuse against Staff and Low-Level Concerns**

There are clear policies in line with those from St Helens Safeguarding Children Partnership for dealing with allegations against people who work with children.

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff at induction. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns". Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

All staff at St. Peter and St. Paul Catholic Primary School are aware of these procedures and aware of the following expectations and protocol:

- All staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher.
- All staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor and how to contact them.

- The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO).
- St Helens Safeguarding Children Partnership procedures for dealing with allegations against staff will be followed [St. Helens Safeguarding Children Partnership - Families \(sthelenssafeguarding.org.uk\)](https://sthelenssafeguarding.org.uk).
- All staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the Headteacher if any adult's conduct gives cause for concern.
- All staff recognise the importance of sharing and reporting low-level concerns (see below guidance on low-level concerns) surrounding staff or any adult in a position of trust to the Headteacher.
- All staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- Staff are fully aware of Guidance for Safer Working Practice 2022 and Staff Code of Conduct and are aware of professional expectations of their own behaviour and conduct.

St. Peter and St. Paul Catholic Primary School recognises that children may make disclosures against someone who is in a position of trust not in the school setting. This may be an adult in a place of worship, a sports coach or a club leader. After ensuring that the child is safe, we recognise that we must refer to the LADO and share information.

### **Low Level Concerns**

St. Peter and St. Paul Catholic Primary School ensure that all staff are aware of how to recognise and report **low level concerns** around staff behaviour or conduct.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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, contrary to school policy.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- humiliating pupils.

St. Peter and St. Paul Catholic Primary School will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. St. Peter and St. Paul Catholic Primary School will strive to embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

St. Peter and St. Paul Catholic Primary School will ensure that staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the Headteacher. If concerns are surrounding the Headteacher, this must be referred to the Chair of Governors. Guidance from Keeping Children Safe in Education, September 2022, paragraphs 436 – 439 will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the Headteacher will consult with LADO for guidance.

The governing body will ensure low level concern procedures and staff behaviour expectations are clearly addressed within the Staff Code of Conduct and procedures are implemented effectively, ensuring that appropriate action is



taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

### **Safer Recruitment**

St. Peter and St. Paul Catholic Primary School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that St. Helens Local Authority Human Resources Guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

*(Regular is defined as; at least 3 times in a 30-day period.)*

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK. School will ensure that:

- The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.
- The original DBS certificate is seen for all appointees to the school, even where the on-line DBS system indicates that the check is clear.
- There are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained and there are at least 2 people on each selection panel.
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken.
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer.
- Consideration on carrying out an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened and are publicly available online.
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures.
- Adults who are involved in the management or provision of child-care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- With regard to Disqualification Under the Childcare Act we will adhere to Guidance from St Helens Local Authority Human Resources Guidance.
- It is good practice to ensure that this declaration is renewed annually for those staff working in a relevant setting.
- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported via [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk).
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.

### **Referral to the DBS**

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

### **Single Central Record (SCR)**

The school keeps a SCR which records all staff, including agency and third-party supply staff (for longer placements), and teacher trainees on salaried routes, who work at the school. The following information is recorded on the SCR:

- An identity check.
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching check.
- A check of professional qualifications, where required.
- A check to determine the individual's right to work in the UK.
- Additional checks for those who have lived or worked outside of the UK.
- Any other information deemed relevant.

If any checks have been conducted for volunteers or Governors, these may also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded. The details of an individual will be removed from the SCR once they no longer work at the school.

### **Review**

This Policy is subject to ongoing review; however, will be reviewed no later than September 2023. All staff have received a copy of this policy.

Contact	Role	Training
Designated Safeguarding Lead		Relevant Training & Dates Date of renewal
Deputy DSL (s)		Relevant Training & Dates Date of renewal
Head teacher (Can combine with DSL info if this is the same person)	XXX	Relevant Training & Dates Date of renewal
Chair of Governors	XXX	Relevant Training & Dates Date of renewal
Safeguarding Governor (Combine above if this is the Chair)	XXX	Relevant Training & Dates Date of renewal
Prevent Lead	XXX	Relevant Training & Dates Date of renewal
LCC School Safeguarding Officers Victoria Wallace & Michelle Lewis	01772 531196 <a href="mailto:school.safeguarding@lancashire.gov.uk">school.safeguarding@lancashire.gov.uk</a>	
LCC MASH Education Officers Matt Chipchase & Jenny Ashton	Jenny Ashton 01772 531643 <a href="mailto:jennifer.ashton@lancashire.gov.uk">jennifer.ashton@lancashire.gov.uk</a> Matt Chipchase 01254 220989 <a href="mailto:matt.chipchase@lancashire.gov.uk">matt.chipchase@lancashire.gov.uk</a>	
LADO – Local Authority Designated Officer Tim Booth, Donna Green & Shane Penn	01772 536694 <a href="mailto:LADO.admin@lancashire.gov.uk">LADO.admin@lancashire.gov.uk</a>	
MASH – Multi-Agency Safeguarding Hub	0300 123 6720 0300 123 6722 between 5.00pm - 8.00am	