POLICY

Wirral Grammar School for Boys

Policy	Safeguarding Policy
Responsible Manager	Peter Harrison
Approval Date	November 2025
Review Date	November 2026
Approved by	Full Governing Board

Key Contacts:

Role:	Name/ Details:	Contact:
Designated Safeguarding Lead	Mr P E Harrison	0151 644 0908 (248)
Deputy Designated Safeguarding Lead	Mr D Ingram	0151 644 0908 (295)
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Chair of Governors	Mr Peter Gordon	pgordon@wirralgrammarboys.com
Local Authority Designated Officer (LADO)	Kevin Dykes	safguardingunit@wirral.gov.uk kerrywilliams@wirral.gov.uk
Head of Service Quality & Safeguarding Children	Lynn Campbell	0151 666 4371
Delegated Safeguarding Partner for Education	Nicola Griffiths	Nicolagriffiths2@wirral.gov.uk
Prevent Single Point of Contact	Andrea Mears	Andrea.Mears@merseyside.police.uk
Prevent Team Merseyside Police	Prevent Team	0151 777 8506
Director of Children's Services	Elizabeth Hartley	0151 606 2000

Integrated Front Door	Mon-Fri, 9am – 5pm Outside of these hours	Tel: 0151 606 2008 ifd@wirral.gov.uk Tel: 0151 677 6557
Police	In an emergency For non-emergency but possible crime	999 101

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every 3 years)	September 2025	September 2026
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	June 2025	June 2027
Deputy Senior DSL (Due every 2 years)	9th June 2025	9th June 2027
Whole School Staff Refresher/updates (Annual)	September 2025	September 2026
Safer Recruitment Training (Due every 5 years)	SLT	2026
Governor Training	November 2025	November 2026
DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	March 2025	March 2027

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Child Protection (Safeguarding) Policy:

1 INTRODUCTION:

1.1. It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child.**

1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.
(https://www.wirralsafeguarding.co.uk/procedures/1-2-recognition-significant-harm/)

1.3. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure for all.

1.4. This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Safeguarding Partnership Child Protection/Safeguarding Policies and Procedures (https://www.wirralsafeguarding.co.uk/procedures/), plus the Child Protection/Safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

2 OUR ETHOS:

2.1. We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.

2.2. We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children

2.3. We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.

2.4. We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 SCOPE

3.1 For the purposes of this policy, a child is anyone under the age of 18. Some safeguarding responsibilities and SEND duties may continue beyond the age of 18."

3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

3.3 This policy applies to all learners in this school.

4. THE LEGAL FRAMEWORK

4.1

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority and other safeguarding partners to improve the well-being of children in the local authority area.

4.3

Under the Children Act 2004, as amended by the Children and Social Work Act 2017, schools and colleges are required to co-operate with local safeguarding arrangements and provide information as reasonably requested by safeguarding partners in order to support the safeguarding and promotion of the welfare of children. This must be complied with.

4.4

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: Statutory Guidance on Multi-Agency Working to Help, Safeguard and Promote the Welfare of Children, December 2023 (as updated from time to time).
https://www.gov.uk/government/publications/working-together-to-safeguard-children

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2026.
https://www.gov.uk/government/publications/keeping-children-safe-in-education

In addition, this policy has due regard to:

- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Domestic Abuse Act 2021
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People

All procedures can be found on the Wirral Safeguarding Children Partnership website:
https://www.wirralsafeguarding.co.uk/procedures/

5 ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in Wirral Grammar School for Boys and is consistent with the procedures of the Wirral Safeguarding Children Partnership.

The policy and procedures also apply to extended school and off-site activities.

The curriculum is designed so that safety issues within each subject are discussed and safe practices explained, such as using equipment properly in PE, Science and Design and Technology. Appropriate staffing levels will be always maintained when the curriculum is being delivered outside of Wirral Grammar School for Boys site. Appropriate and agreed pupil/adult ratios are always maintained. The visit leader always undertakes a risk assessment for any visits or trips to ensure pupils are safeguarded and protected from harm before the event is finally authorised by the Headteacher, who is advised by WGSB Educational Visits Co-ordinator.
Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can impart specialist knowledge to the pupils.

5.1 All Staff

All staff will read and understand part 1 in full the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2026, and review this guidance at least annually.
All staff will be aware of:

- Systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour for learning policy and the safeguarding response to young people who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a young person tells them they are being abused or neglected, including specific issues and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- Staff should report and record concerns that may appear low level, pastoral or emerging in nature. Patterns of minor concerns may indicate developing safeguarding needs and should be considered alongside the wider context of the child's lived experience.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Mr Peter Harrison (Deputy Headteacher). We have a deputy designated safeguarding lead, Mr Daniel Ingram (DDSL) to ensure there is appropriate cover for this role at all times, and a number of further personnel qualified to DDSL standard.

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

designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

5.3 The school has a **nominated governor,** Mrs Alison Williams is responsible for safeguarding and to championing good practice, to liaise with the head teacher and to provide information and reports to the governing body.

5.4 The **case manager for dealing with allegations** of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher is the chair of governors Mr Pete Gordon **the procedure for managing allegations is detailed in Appendix Document.**

5.5 The H**eadteacher** or proprietor will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go missing from education, or those unexplainable and/or persistent absences, including children who are 'absent' from education, particularly on repeat occasions or for prolonged periods. In addition, acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

5.6 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

5.7 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to: bullying (including cyber bullying), gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers. 7-minute-briefing-Child-on-child.pdf

5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges can be found here: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Assessment support can be found via Shorespace - https://shorespace.org.uk/

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include students who identify as Gay, Bisexual, questioning their gender'+ (LGBT+), or are perceived by peers to be LGBT+, and pupils

with SEND. We recognise that these children can be targeted by other children, so it is vital WGSB provides a safe space for these children to speak out and share their concerns with a member of staff. Pupils are protected from bullying (+cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination. KCSIE 2026

Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and the recent reforms to the Act and how they apply to safeguarding

Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

Online Risk and Harms:

Our school is committed to responding to evolving digital risks, supporting the changes to the online safety act (2023), which protects children and adults online and puts a range of new duties on social media companies and search services, giving them legal duties to protect their users from illegal content and content harmful to children. More information on the changes can be accessed here

We also acknowledge that generative artificial intelligence (AI) presents exciting opportunities to improve lives and will continue to explore this technology safely to encourage innovation and maximise the benefits for education. The full guidance can be accessed here: Generative AI guidance

Mr P E Harrison (Safeguarding Lead) is familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people (Updated March 2024)

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

The school will look to identify how to meet the digital and technological standards, using self assessments that can be assessed here: https://www.gov.uk/guidance/plan-technology-for-yourschool

Adult involvement in youth-produced sexual imagery - The school's full response to youth-produced sexual imagery (YPSI) is report to the appropriate authorities (Police, IFD) but also to offer pastoral support/intervention as appropriate to any affected pupils. In addition, a wider dynamic pastoral response through use of assemblies and briefings will be initiated as appropriate.

Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called **"sextortion"**, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or *AI-generated images of the child or young person.

*(Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images).

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

The guidance covers: It covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment

Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the DSL. https://www.wirralsafeguarding.co.uk/professional-curiosity/

Incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your child protection and safeguarding policies. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

5.9 There is an E-safety policy regarding the use of mobile phones, cameras and other digital recording devices e.g. i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

Digital literacy and safety is one of the most paramount issues of our time. For teachers and pupils, learning how to use the online space sensibly and in a protected manner is vital. Project EVOLVE by SWGfL presents a plethora of tools to help your staff and pupils, develop a well-rounded educational schema for inclusion into lessons. https://swgfl.org.uk/magazine/whatis-projectevolve-edu/

Governing bodies and proprietors are doing all that they reasonable can to limit children's exposure to the risks form the school's IT system and ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

The LT and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning that demonstrates on understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. WGSB maintains the capability to provide remote education when it is not possible for some or all of their pupils to attend in person.
https://www.gov.uk/government/publications/providing-remote-education-guidance-forschools

Filtering and monitoring standards are adhered to, and a DSL has robust oversight of the arrangements to meet those standards.

https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-andcolleges/filtering-and-monitoring-standards-for-schools-and-colleges

Artificial Intelligence has the power to transform education by helping teachers focus on what they do best: teaching. This marks a shift in how technology is used to enhance lives and tap into the vast potential of AI in classrooms. We look to consider the risks and challenges alongside the opportunities and benefits continue to work to ensure the safety and reliability of technology, including AI tools, to support teachers and learners. The guidance below support the assessment of risk:

https://www.gov.uk/government/publications/generative-artificial-intelligence-ineducation/generative-artificial-intelligence-ai-in-education

Resources for schools and education settings: https://www.gov.uk/government/collections/using-aiin-education-settings-support-materials

5.10
The school recognises that Artificial Intelligence technologies may create safeguarding risks including deepfake imagery, exploitation, sextortion, impersonation, misinformation and image-based abuse. These risks will be addressed through curriculum provision, filtering and monitoring arrangements, staff training and robust safeguarding procedures

6 SUPPORTING CHILDREN

6.1 We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have lasting impact on children, and that children can be victims in their own relationships too https://www.gov.uk/guidance/domestic-abuse-how-to-get-help They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

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

6.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RHSE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;

- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'

- Continuing to engage in Operation Encompass, the national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England

and Wales. Children are recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

The school also recognises that Operation Encompass notifications may relate to wider police welfare concerns including missing episodes, arrests involving pupils and incidents where police identify safeguarding concerns that may impact upon a child's welfare and educational engagement.

- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying.

- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Health Education (RSHE) requirements.

- liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance

- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, child-on-child abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour'; https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/

- Wirral's HSB identification toolkit can be found here: https://www.wirralsafeguarding.co.uk/harmful-sexual-behaviour/

Child-on-child abuse (inc. sexual violence and sexual harassment)

- For the purposes of this policy, **'child-on-child abuse'** is defined as abuse between children.
- The school has a zero-tolerance approach to abuse, including child-on-child abuse,
- 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 risk and harm. 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 – sometimes known as 'teenage relationship abuse'.

• 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.

- The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.
- 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.
- 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.
- The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.
- Addressing child on child abuse - Resources for schools and colleges
  Responding to Child Sexual abusehttps://www.csacentre.org.uk/child-sexual-abuseresponse-pathway/

- The school will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.

- The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

- Clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment - these procedures are easily understood and easily accessible. Children who have experienced sexual violence can display a wide range of responses, so the school will remain alert to the possible challenges of detecting those signs and show sensitivity to their needs
- playing a crucial role in preventative education and preparing pupils for life in modern Britain. There is a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by the school's behaviour policy,

pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment

- acknowledging the importance of 'Harm from outside the home' (HOTH), https://contextualsafeguarding.org.uk/ which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare.
- (Working together to safeguard children Nov 2026 and KCSIE September 2026).
- liaising with a range of Early Help agencies that support the pupil such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.

https://www.gov.uk/government/publications/promoting-children-and-young-peoplesemotional-health-and-wellbeing

- ensuring that, when a pupil who is the subject of a Child Protection **(CP)** Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;

- alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.

- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;

- applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group;

- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

6.4 Monitoring Attendance

- A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, or unexplainable and or/persistent absences, particularly on repeated occasions or if a child suddenly stops attending. The school will follow the Missing Child Policy. For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early Help Assessment in order to coordinate a multi-agency plan of support for the child and family.

- Attendance will be closely monitored. In line with the school's attendance policy, contact will be made for any unexplained absences on the first morning of any absence. Follow up calls will then be made throughout the period of absence. In addition, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns.

- It is important that the school's attendance team, including the Local Attendance Officer are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case-by-case basis. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. Where necessary, this may include reporting the child missing to the police. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

- It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

- Children Missing Education (C.M.E.) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education, or those unexplainable and or/persistent absences, are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing, or unexplainable and or/persistent absences, can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, or those unexplainable and or/persistent absences, school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a C.M.E referral to the Local Authority Officer for C.M.E.

- Some parents will decide to remove their child from the school role in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision, and it will be a positive learning experience. However, this is not the case for all, and home education can mean that some children become less visible to services who are them to keep them safe and supported in line with their individual needs. Where a

parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the named officer for Elective Home Education within the Local Authority. Staff are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

Alternative provision

- Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, (further information provided in KCSIE 2026). should always know where a child is based during school hours. This includes having records of the address of any alternative providers and any subcontracted provision or satellite sites the child may attend.

- Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

- WGSB will regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement will be immediately reviewed and ended if necessary. (further compliance can be found in paragraphs 169/170 of KCSIE 2026)

7 SAFEGUARDING PROCEDURE

7.1 We have developed a structured procedure in line with *Wirral Safeguarding Children Partnership* which will be followed by all members of the education community in cases of suspected abuse. **This is detailed in Appendix Document. (P25)**

7.2 In line with the procedures, the Integrated Front Door will be contacted as soon as there is a significant concern (0151 606 2008 / ifd@wirral.gov.uk)

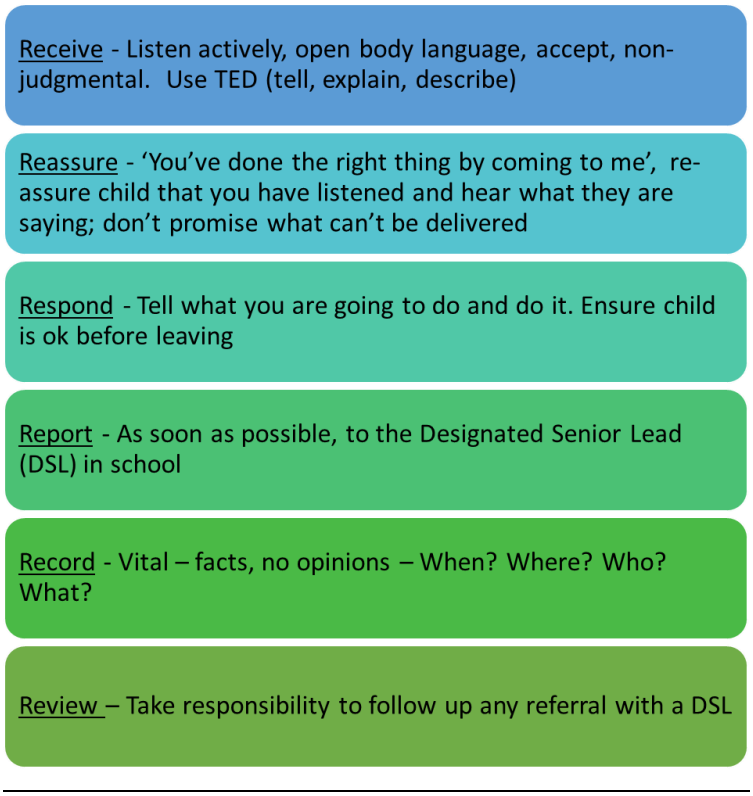
7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school **and on the website**, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

7.5 We will use the NSPCC- When to call the police to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

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

8.1 ***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:***



In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern entry on CPOMS or pass written form to the DSL.

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

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-childis-being-abused--2

The role of an appropriate Adult in Safeguarding*:*

The Police and Criminal Evidence (PACE) act advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This role is relevant where the police have detained a child or vulnerable person under PACE.

RECORD KEEPING

8.2 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

8.4 WGSB recognises it should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. Keeping Children Safe in Education 2026

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL) and Deputy DSLs

9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision and the reason for this decision.

9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of

the child is paramount to ensure that actions remain child-centred (E.g. Supporting Families Enhancing Futures - SFEF) model to capture the child's lived experience **and their own words when possible.**

9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the Integrated Front Door, unless you consider that this would place the child at increased risk of significant harm.

9.8 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to the Integrated Front Door (IFD@wirral.gov.uk / 0151 606 2008).

9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

9.10 When you make your referral, you should agree with the Integrated Front Door what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

MAKING A REFERRAL - If a child or young person is at risk of harm, abuse or neglect please report it to the **Integrated Front Door**

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

Outside of these hours Tel: 0151 677 6557

Email: IFD@wirral.gov.uk

In an emergency always call police on 999.
If you think there has been a crime but it is not an emergency call 101.

The new online Request for Services referral form can be accessed here:

https://wirral-self.achieveservice.com/service/Children_and_families_request_for_support_form

10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (This procedure is detailed in Appendix document)

10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2026*

In addition to obtaining the DBS certificate described anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: *https://teacherservices.education.gov.uk/ (January 2018)*

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:

https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3

10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix document, for information on Single Central Record (SCR). The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is located: In the Headteacher's PA Office

10.3 Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'work for us' section. WGSB will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.

10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.

10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) in line with WSCP procedures here:

allegations against staff procedure. We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed. Allegations related to any incidents when an individual or organisation is using the school premises for the purposes of running activities for children, the school will follow our safeguarding policies and procedures, including informing the LADO' as soon as possible.

10.6 Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.

10.7 There is an agreed staff behaviour policy (sometimes called the code of conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media. The staff code of conduct policy is located: WGSB Intranet

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

Further Guidance can be accessed (Feb 2020):

https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/13ecce28-e8f2-49e9-83c6c29337cd8071~110/original?tenant=vbu-digital

11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, and other related policies. All governors and trustees should receive appropriate safeguarding and child protection (including online risks and harm) training at induction. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.

11.2 The induction will be proportionate to staff members' and governors' roles and responsibilities

11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSL's should undertake Prevent awareness training and disseminate the training to all staff annually.

11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. ***All governors must undergo governor specific awareness training to equip governors with the know safeguarding policies/procedures are***

effective and deliver a robust whole school approach to safeguarding. This training should be regularly updated. All staff will have access to WSCP multi-agency safeguarding training and e-learning. https://www.wirralsafeguarding.co.uk/training/

11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, booking onto whole-school training mop-up sessions. To book mop up sessions visit safeguarding partnership website: https://www.wirralsafeguarding.co.uk/safeguardingtraining-for-schools/

11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate training annually.

11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole school training if it takes place during their period of work for the school.

11.8 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2023 . These will occur annually or more frequently when necessary. *https://www.wirralsafeguarding.co.uk/professionals/serious-case-reviews/*

11.9 The school will maintain accurate and up to date records of staff induction and training.

12 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

12.1 We recognise that all matters relating to Safeguarding are confidential.

12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only

12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

12.7 Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

12.8 Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information.

This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

13 INTER-AGENCY WORKING

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. In line with managing internally, WGSB may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support. More information on the early help process can be found in Working Together to Safeguard Children.

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children

13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Wirral Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with KCSIE 2026

If assurance is not obtained, permission to work with our children or use our school premises may be refused.

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

15 WHISTLE-BLOWING AND COMPLAINTS

15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. WGSB policy on Intranet

Whistleblowing: guidance and code of practice for employers is located: here

Whistleblowing Advice Line is available for all worker - 0800 028 0285
- Email *help@nspcc.org.uk*

Further advice: https://www.gov.uk/guidance/blowing-the-whistle-to-the-department-foreducation

15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that low level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedure in place for confidentiality sharing and handling of low-level concerns

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

16 SITE SECURITY

16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

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

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

16.4 Where schools are used for non-school activities, those providers are expected to meet the guidance in Keeping Children Safe in Out of School Settings. More details regarding safeguarding in sport can be found here: safeguarding in sport.

17 QUALITY ASSURANCE

17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Partnership and using the Section 175 online audit tool provided by them for this purpose. More information including how to register for the audit: *https://www.wirralsafeguarding.co.uk/professionals/section-11-175-audit/*

17.3 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

18 POLICY REVIEW

18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle

18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures

18.3 Additional updates to the Child Protection - Safeguarding policy and appendix will take place when needed

Updated Policy Date:	Scheduled review by WGSB

1/10/25	1/9/26

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APPENDIX A:

The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS:

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

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

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

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

1.5 Have responsibility to ensure there is at least one key adult for 'Operation Encompass*' and the point of contact for Child Exploitation. *Guiding principles of the scheme are here https://www.operationencompass.org/school-participation. An annual information letter to be sent to parents. All downloadable documents are here: OE - Resources for school. A generic safeguarding email address has been sent to Operation Encompass to ensure continuity. A key worker completes the online key adult training annually. Further information on Wirral Operation Encompass can be found here: OE Information

1.6 To ensure that the Local Authority are notified if children are persistently absent or missing from education. Including children who are 'absent' from education, particularly on repeat occasions or for prolonged periods.

2 RECORD KEEPING:

2.1 Keep written (or online) records of Safeguarding and welfare concerns and ensure a standalone file is created as necessary for children with safeguarding concerns

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

2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.

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

2.5 Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow

the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

3 INTER-AGENCY WORKING AND INFORMATION SHARING:

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

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

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

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

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

4 TRAINING:

4.1 Undertake appropriate annual training, **(updated every two years for DSL's)**, in order to • be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness

- understand the assessment process for providing early help and intervention, e.g. WSCP thresholds of need, preventative education and the local offer
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.

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

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

4.4 All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- child protection - safeguarding policy
- behaviour policy
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

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

4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.

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

4.7 Maintain accurate records of staff recruitment, induction, ongoing training and continual professional development (CPD) relating to safeguarding.

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

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

5 AWARENESS RAISING:

5.1 Ensure the school's or college's child protection policies are known, understood and used appropriately.

5.2 Ensure the school's or college's Child Protection - Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

5.3 Ensure the Child Protection - Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

5.4 Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
www.wirralsafeguarding.co.uk

6 QUALITY ASSURANCE:

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

6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Partnership. Schools complete the 175 audit page here: https://www.wirralsafeguarding.co.uk/professionals/section-11-175-audit/

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

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

6.5 The DSL will routinely analyse safeguarding records, referrals, attendance concerns, vulnerabilities and outcomes to identify themes, emerging risks, vulnerable groups and the effectiveness of safeguarding interventions

7 SUPERVISION AND REFLECTION:

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

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

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

APPENDIX B:

Safeguarding Procedure

1 DEFINITIONS:

1.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an

institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021

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

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

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

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined as:

- protecting children from maltreatment;
- preventing the 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; and
- taking action to enable all children to have the best outcomes.

School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating (KCSIE 2026)

All staff must be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, harassment and sexting. Staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse; and on how the risk of child-on-child abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported. More support can be found: https://www.gov.uk/government/publications/sharing-nudes-and-seminudes-advice-for-education-settings-working-with-children-and-young-people

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned

about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

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

1.8 Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan); is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care, education or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;

https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance

- is misusing drugs or alcohol themselves; • has returned home to their family from care; and • is a privately fostered child.

2 CATEGORIES OF ABUSE:

2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include

- not giving the child opportunities to express their views,
- deliberately silencing them or 'making fun' of what they say or how they communicate It may feature:
- age or developmentally inappropriate expectations being imposed on children
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning,
- preventing the child from participating in normal social interaction.
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing children frequently to 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, although it may occur alone.

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Educational neglect is also considered: https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/.

Neglect is the most common reason for a child to be the subject of a child Protection Plan in the UK and research from the NSPCC tells us that 1 in 7 secondary school age children and 1 in 20 children under 11 in the UK have been neglected at some point. To help combat neglect of children the Wirral Safeguarding Children Partnership has developed and published its multi-agency Neglect Strategy (June 2023): Cherish – Wirral's Neglect Strategy

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

2.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. (KCSIE 2026).

3. Mental Health:

1.1 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

1.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one

1.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education

1.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

https://www.gov.uk/government/publications/promoting-children-and-young-peoplesemotional-health-and-wellbeing

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Every Mind Matters for links to all materials and lesson plans.

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

Is this a child with additional needs; where their health, development or achievement may be adversely affected?

- Age-appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with the Early Help Assessment (EHAT) trained practitioner in your school, the child and parents. You will need to obtain parental consent for an EHAT to be completed.

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

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

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

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

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

More on the thresholds can be found here: *https://www.wirralsafeguarding.co.uk/multi-agency-thresholds/*

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

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

APPENDIX C: FURTHER INFORMATION

A full series of '7-minute briefings' have been designed to inform and engage staff in understanding a wide range of safeguarding concerns. A selection can be found at the end of this document. There are new briefing being added, so to access the full range of briefings click here: https://www.wirralsafeguarding.co.uk/7-minute-briefings/

1 **Female Genital Mutilation -** Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. https://www.wirralsafeguarding.co.uk/harmful-practices/

1.1 **Indicators -** There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found here: https://www.gov.uk/government/publications/multi-agency-statutory-guidance-onfemale-genital-mutilation

The FGM resource pack for agencies can be found here: https://www.gov.uk/government/publications/female-genital-mutilation-resourcepack/female-genital-mutilation-resource-pack

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

1.3 Mandatory Reporting Duty

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

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

2 Fabricated or Induced Illness / Perplexing Presentation:

2.1 Staff must be aware of the risk of children being abused through fabricated or induced illness (FII). There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

2.2 Where this is identified and considered a risk a referral will be made to **The Integrated Front Door (IFD)** for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists for example. For more on Perplexing presentations go to https://www.wirralsafeguarding.co.uk/wp-content/uploads/2021/09/7-Minute-BriefingPerplexing-Presentations-and-FII.pdf

3 Gang and Youth / Serious Violence:

3.1 Children and Young People who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence and substance misuse

3.2 **Indicators may be (age in brackets):**

- Troublesome (7-9; 10-12) / High daring (10-12) / Positive attitude towards delinquency (1012) / Previously committed offences (7-9) / Involved in anti-social behaviour (10-12)
- Substance use (7-9) / Aggression (7-9) / Running away and truancy (7-9; 10-12) / Marijuana use (10- 12) / Marijuana availability (10-12) / Disrupted family (7- 9; 10-12) / Poor supervision (10-12)
- Low academic achievement in primary school (10- 12) / Learning disability (10-12) / Peers involved in crime and/or anti-social behaviour (7-9; 10-12)
- Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12) **https://www.gov.uk/government/publications/serious-violence-strategy**

3.3 Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug

debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- **go missing and are subsequently found in areas away from their home;**
- **have been the victim or perpetrator of serious violence (e.g. knife crime);**

4 'Child Abuse Linked to Faith and Belief':

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

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

4.2 When this type of abuse is suspected staff will make a referral will make a referral to Wirral Integrated Front Door (IFD – 0151 606 2008) for support and guidance. School may request the advice and support of MEAS service in making their assessments.
For more information: http://nationalfgmcentre.org.uk/calfb/

Savera UK are a Liverpool based charity which specifically targets Harmful Practices including FGM, Honour Based Abuse and Forced Marriage. https://www.saverauk.co.uk/

5 Modern Slavery and Human Trafficking:

5.1 The Modern Slavery Act 2015 is an Act of the Parliament of the United Kingdom. It is designed to combat modern slavery in the UK and consolidates previous offences relating to trafficking and slavery. https://www.gov.uk/government/collections/modern-slavery-bill The definition of human trafficking is:

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

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

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

means set forth in sub-paragraph (a) of this article. "Child" shall mean any person under eighteen years of age.

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

5.3 If a member of the school staff suspects that a child may have been trafficked they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children's social care are contacted immediately. The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support. To access support, click here

6 Risks Associated with Parent/Carer Mental Health:

6.1 The majority of Parents who suffer mental ill-health are able to care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in 'working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

6.2 Our approach is to recognise; seek support; instil preventive factors and monitor. The Integrated Front Door can provide links and support with Wirral Adult Social Care if required. Designated teacher should seek support through TAF with family support but escalate to the Integrated Front Door if they are concerned that the child involved is being placed at immediate risk of harm. The offer includes mental health support services: https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/

6.3 **Homelessness -** Homelessness or the risk of it poses a serious threat to a child's welfare. Designated Safeguarding Leads (DSLs) and their deputies must know how to contact and refer to the Local Housing Authority to act early on concerns. Risk indicators include:

- Debt or rent arrears
- Domestic abuse
- Anti-social behaviour
- Eviction or threat of eviction

Referrals to housing services should follow local procedures but must not replace referrals to Children's Social Care where a child is at risk of harm.

Under the Homelessness Reduction Act 2017, councils must assess needs, create housing plans, and support those at risk. Early intervention is key. While most cases involve families, 16- and 17year-olds may be homeless independently. In such cases, Children's Social Care is the lead agency, and DSLs must ensure appropriate referrals are made. See statutory guidance for more details.

7 Drugs and Alcohol:

Children can be at risk of drugs and alcohol directly and indirectly. They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, childminders etc. Risks associated with drugs and alcohol and built into the year 5-6 curriculum. We work with our partners and Wirral LA to provide curriculum advice and guidance in this area. To access the most up to date Wirral School Drugs Policy click - https://www.wirralsafeguarding.co.uk/school-drug-policy/

More details can be found at: https://www.wirralsafeguarding.co.uk/substance-misuse/

8 Honour Based Violence and Forced Marriages:

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

8.2 'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' The age to marry has been raised to the age of 18. (Feb 2023) It is now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th Birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to nonbinding, unofficial 'marriages' as well as legal marriages. (KCSIE 2026)

For more information see;

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

https://www.gov.uk/government/publications/the-right-to-choose-government-guidanceon-forced-marriage

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

9 Managing Allegations against staff:

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

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child

- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

9.2 There are two levels of allegation/concern:

1. Allegations that may meet the harms threshold (see definition above)
2. Allegation/concerns that do not meet the harms threshold – referred to in the guidance as 'low level concerns' (KCSIE 2026)

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

'Low Level Concerns' - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

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; and does not meet the allegations threshold or is otherwise not considered 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;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- 'humiliating pupils'

Such concerns such always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified

9.3 The Local Authority Designated Officer for Allegations (LADO) in Wirral is Kevin Dykes

- **email any referral and /or consultation form to:** safeguardingunit@wirral.gov.uk and kerrywilliams@wirral.gov.uk

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed by the senior manager in full and forwarded to the LADO via email within 24 hours. LADO referral form, flowcharts and information can be accessed here: https://www.wirralsafeguarding.co.uk/professionals/lado-allegations

The LADO procedure does not replace safeguarding procedures and the **Integrated Front Door** (IFD@wirral.gov.uk) must be contacted if you have a safeguarding concern about a child. If you require advice about your agency's response to an allegation, please contact your HR provider.

The LADO can only provide advice and guidance regarding allegations in relation to a person in a position of trust. Any general safeguarding enquiries or concerns should be reported to Wirral Integrated Front Door on 0151 606 2008 or 0151 677 6557 out of hours.

10 Preventing Radicalisation:

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme

10.1 Prevent - From 1 July 2015 all schools are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 ('The CTSA 2015') Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015 and the contest strategy. Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism.
This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training

- IT policies

Schools are expected to **assess the risk** of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. **It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty**. The Prevent duty builds on **existing local partnership arrangements**. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships (LSCPs).

The Single Point Contact for Wirral is Andrea Mears, Andrea.Mears@merseyside.police.uk . A assessments are to be carried out via Integrated Front Door. Designated safeguarding leads an other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales.

The Prevent guidance refers to the importance of Prevent **awareness training** to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. *As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. https://www.wirralsafeguarding.co.uk/7minute-briefings/*

Schools must ensure that children are safe from terrorist and extremist material when **accessing the internet** in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance is available on the WSCP website:
https://www.wirralsafeguarding.co.uk/radicalisation-and-extremism/

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

10.2 Channel

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

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified

individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels. Channel guidance can be found here: https://www.gov.uk/government/publications/channel-andprevent-multi-agency-panel-pmap-guidance More on Channel and Prevent Process - Wirral

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

11.1 A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

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

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. An appropriated response is needed when a child has poor attendance or is regularly missing education. Missing Education guidance is here.

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

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

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

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

12 Child Sexual Exploitation & Child Exploitation (CE):

12.1 Child Sexual Exploitation (CSE) - CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can: • children who have older boyfriends or girlfriends; and • children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners
A full list of indicators can be found here:
https://www.wirralsafeguarding.co.uk/childexploitation/

12.2 **Child Criminal Exploitation:** While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

12.3 County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of

Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities. Further information and PAN Merseyside CE / CCE Documentation can be found here: https://www.wirralsafeguarding.co.uk/child-criminal-exploitation-and-county-lines/

12.4 **Child Sexual Exploitation & Child Criminal Exploitation:** Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation. As well as being physical can be facilitated and/or take place online. Further information and documentation can be found here:

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

13 Sexual harassment, violence, violence against women and girls (VAWG) harmful sexual behaviours (inc. child on child abuse and 'upskirting')

13.1 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

13.2 It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child, sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

13.3 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges can be found in KCSIE 2026. The Wirral Youth Justice Service have developed a multi-agency HSB identification tool to help professionals determine and assess the level of sexual behaviours being displayed by a child.

The tool, and included guidance sets out, for different age ranges what are expected and normal behaviours, what are inappropriate or concerning, and what are likely to be harmful. For each level of behaviour the tool provides clear advice about how to respond. Click here for the Wirral Identification Tool.

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding

https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response

The Wirral Domestic Abuse Alliance and the Wirral Safeguarding Children Partnership have published the Wirral Tackling Violence Against Women and Girls strategy.

Violence against women and girls (VAWG) refers to a range of crimes, with the common theme that they disproportionately affect women and girls. This strategy has been developed to help professionals identify, prevent and respond to all gender-based violence.

The strategy includes a comprehensive local delivery plan, and with its emphasis on prevention and education involves closer work with schools and colleges. This can be viewed here: VAWG Strategy

Child Sexual Abuse (CSA) - it is never a child's responsibility to prevent abuse, protect themselves or make the abuse stop. By better understanding child sexual abuse, having conversations and highlighting concerns, we can play a role in protecting children. We will use the CSA Response Pathway to respond to concerns of child sexual abuse at key points: from first concerns and early help safeguarding through to child protection and criminal justice responses.

13.4 Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to: Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system and, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

13.5 The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-foreducation-settings-working-with-children-and-young-people

Upskirting - 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales -

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;

14 Digital Safety, Remote Learning & Filtering and Monitoring:

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

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

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

There is a Digital Safety policy, which covers the use of mobile phones, cameras and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g. sites they need to visit or who they'll be interacting with online) Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

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

14.1 Filtering and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. Additional support documents can be found here: digital safety

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. There is guidance below designed to help parents and carers to keep their children as safe as possible when online: https://www.wirralsafeguarding.co.uk/online-safety-guidanceparents/

All staff are to understand their role in the published standards for 'Filtering and Monitoring'. and DSLs are expected to have the 'lead responsibility'. The standards can be found here: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-andcolleges/filtering-and-monitoring-standards-for-schools-and-colleges. Further support on digital safety, filtering and monitoring can be found here:

Filtering and Monitoring has been added to the full staff CPD programme and governing body/trustees will be supported to understand their role in Filtering and Monitoring. DSL's will have 'lead responsibility' for Filtering and Monitoring and this forms part of their job description.

14.2 The policy for remote learning that demonstrates on understanding of how to follow Child Protection (safeguarding) procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all of their pupils to attend in person.

https://www.gov.uk/government/publications/providing-remote-education-guidance-forschools

15 Pre-Appointment Checks and Safer Recruitment:

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

15.2 When appointing new staff, schools and colleges must

- Verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website; For details of changes to the guidelines from April 2025 click here
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);

- Evidence of current address for identity – when using Route One for identity check, schools no longer need to obtain or verify address information, however every DBS application form still requires a full 5-year address history. Three documents confirming name and date of birth are sufficient (for example, a biometric passport, photocard driving licence, and a birth certificate).
- Schools are expected ID to confirm the applicant's identity, which includes being satisfied that their address history is accurate and consistent with other information (e.g. employment history, references).
- In cases where documents don't confirm the current address, schools will still need to verify it through other appropriate means.
- School is clear on who can verify identity (as relatives, friends, or household members cannot act as ID checkers), and verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website;

15.2

- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and verify professional qualifications, as appropriate.
- carry out prohibition check for all staff with QTS
- complete a risk assessment for each volunteers to decide whether they need to do an enhanced DBS check or not. (Please note:, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check).
- Carrying out an online search on shortlisted candidates as part of due diligence (and informing them of this prior to any searches) to help identify any issues that are publicly available online The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education: 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

15.2 The school or college safer recruitment policy should focus on ensuring potential applicants are given the right messages about the school and college's commitment to recruit suitable people. ***Further safer recruitment guidance can be found in Keeping Children Safe in Education (2026)***

15 Single Central Record:

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

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

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

15.5 Staff leavers - The details of an individual should be removed from the single central record once they no longer work at the school or college.

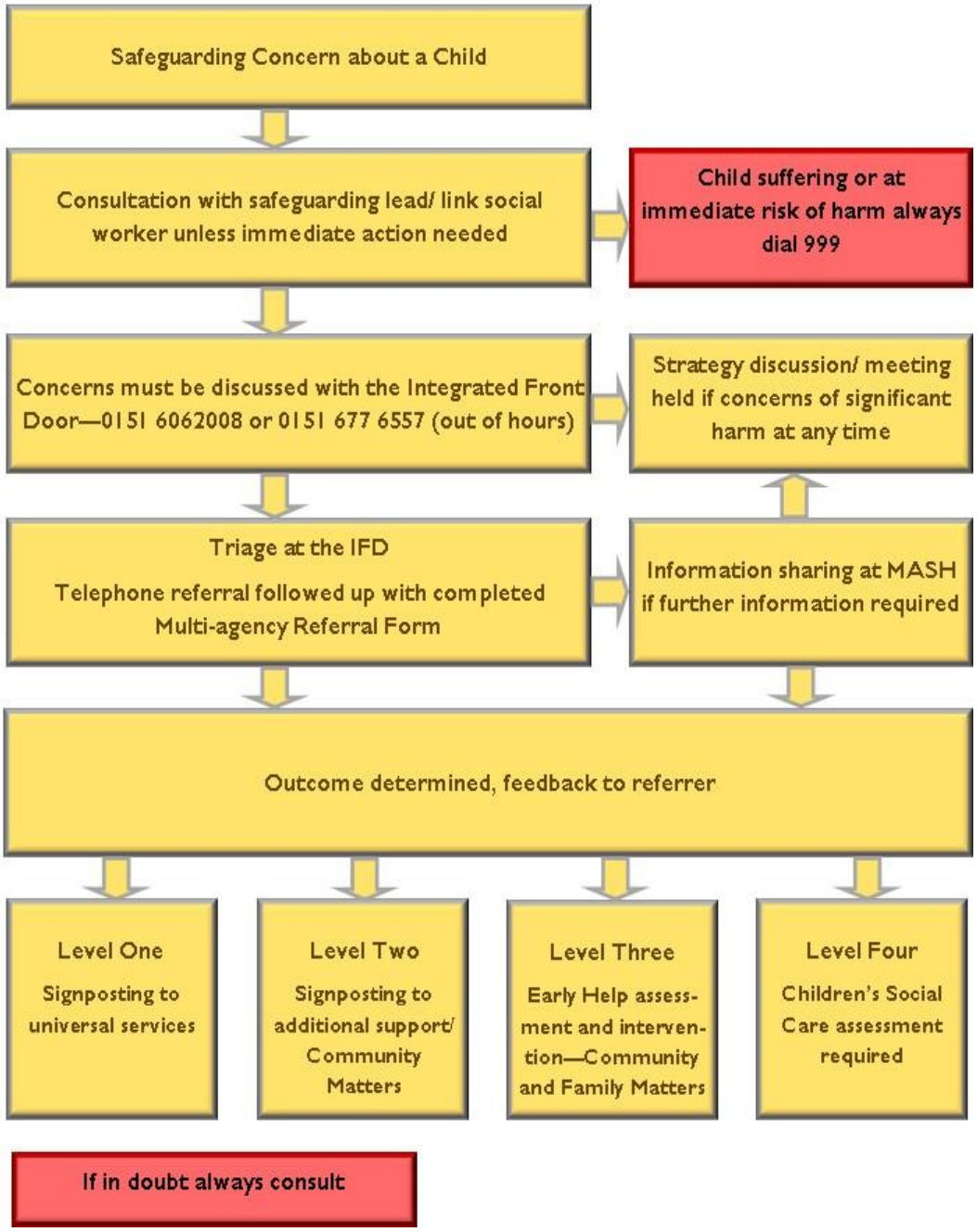
15.6 Maintained school governors - Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated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

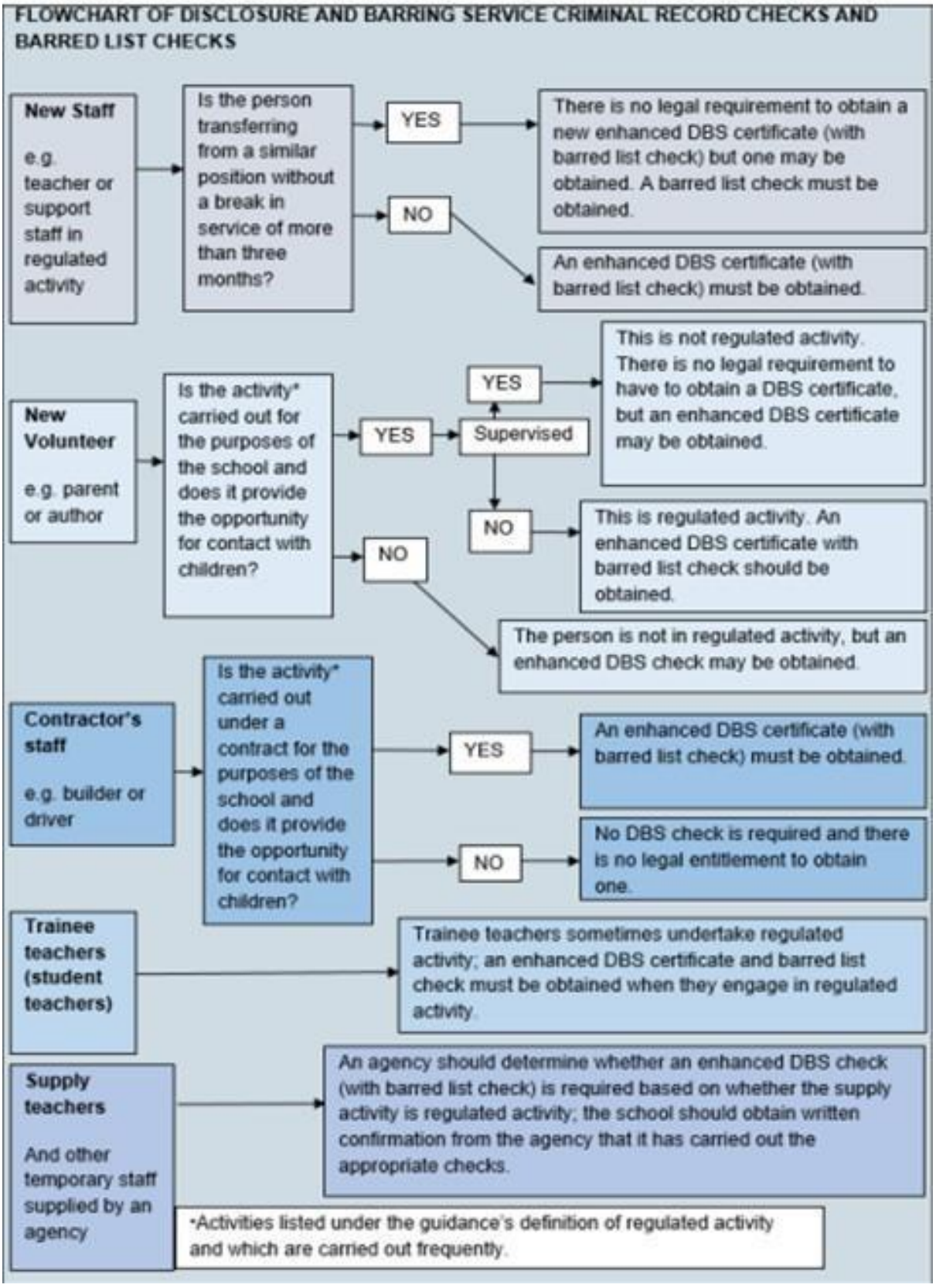
15.7 The SCR shall be updated in the light of any further legislation.

15.8 Where school premises are used for non-school activities, those providers are expected to meet the guidance in Keeping Children Safe in Out of School Settings.

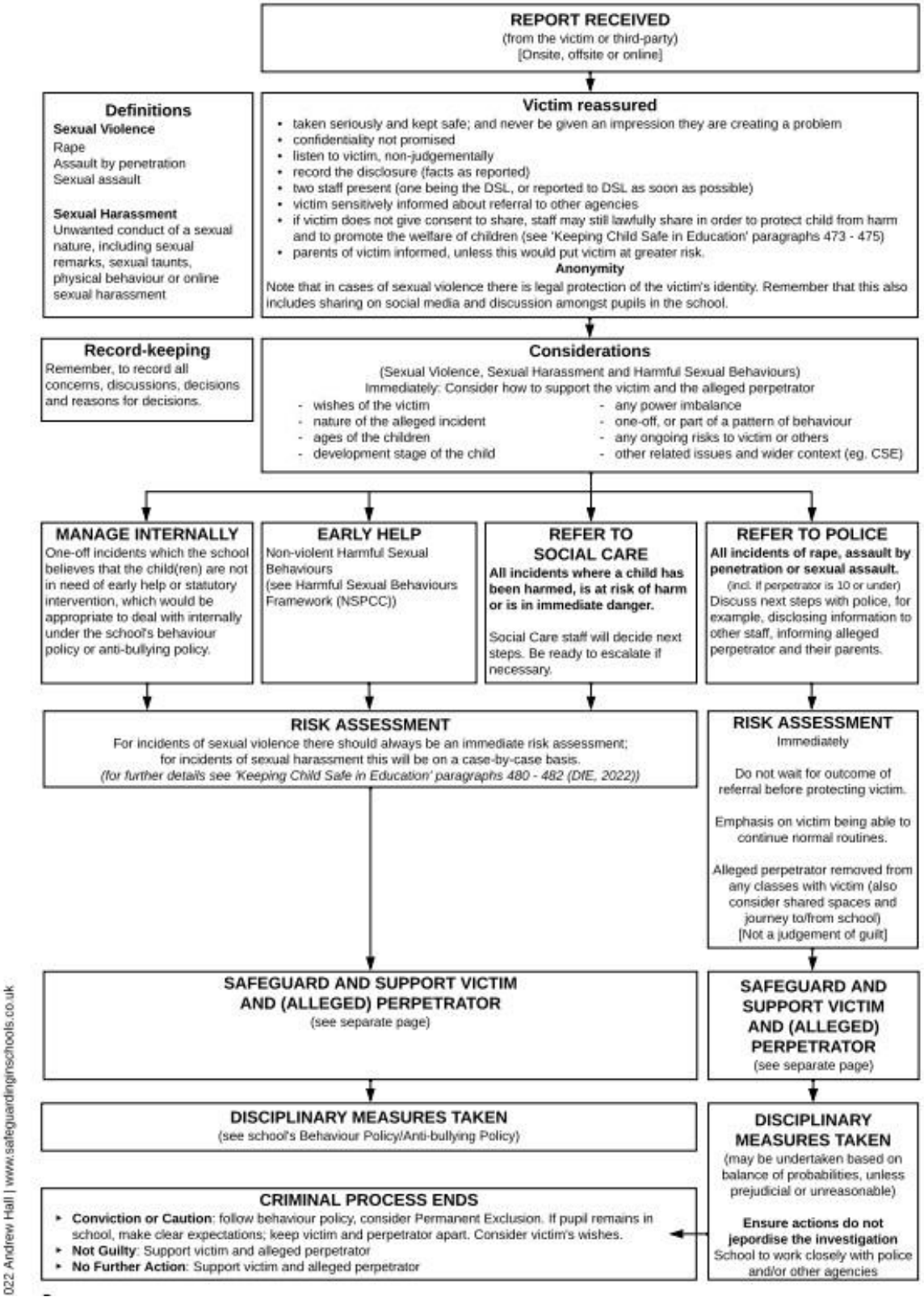
Wirral Safeguarding Children Partnership
Supporting Families Enhancing Futures

Actions to take when there are safeguarding concerns about a child




FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS
New Staff
e.g. teacher or support staff in regulated activity
Is the person transferring from a similar position without a break in service of more than three months?
YES
There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained.
NO
An enhanced DBS certificate (with barred list check) must be obtained.
New Volunteer
e.g. parent or author
Is the activity* carried out for the purposes of the school and does it provide the opportunity for contact with children?
YES
Supervised
YES
This is not regulated activity. There is no legal requirement to have to obtain a DBS certificate, but an enhanced DBS certificate may be obtained.
NO
This is regulated activity. An enhanced DBS certificate with barred list check should be obtained.
NO
The person is not in regulated activity, but an enhanced DBS check may be obtained.
Contractor's staff
e.g. builder or driver
Is the activity* carried out under a contract for the purposes of the school and does it provide the opportunity for contact with children?
YES
An enhanced DBS certificate (with barred list check) must be obtained.
NO
No DBS check is required and there is no legal entitlement to obtain one.
Trainee teachers (student teachers)
Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained when they engage in regulated activity.
Supply teachers
And other temporary staff supplied by an agency
An agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks.
*Activities listed under the guidance's definition of regulated activity and which are carried out frequently.

*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



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LADO FLOWCHART

STAGE ONE

WORKING TOGETHER TO SAFEGUARD CHILDREN 2018 REQUIRES EMPLOYERS TO INFORM LADO WITHIN ONE WORKING DAY OF BECOMING AWARE OF AN ALLEGATION.

IF YOU SUSPECT A CHILD IS AT RISK OF IMMEDIATE HARM CONTACT IFD AND / OR MERSEYSIDE POLICE VIA 101

EMPLOYER TO COMPLETE LADO CONSULTATION FORM AND SEND TO safeguardingunit@wirral.gov.uk LINK TO WIRRAL SAFEGUARDING CHILDREN PARTNERSHIP WHERE LADO INFORMATION AND FORMS ARE AVAILABLE.

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

LADO WILL LIAISE WITH EMPLOYER AND POLICE AND MAKE A DECISION ON WHETHER THE CONCERNS MEET THE THRESHOLD FOR FORMAL LADO INVESTIGATION.

IF THRESHHOLD IS NOT MET CONSULTATION WILL BE CLOSED AT THIS STAGE.LADO WILL RECORD DECISION ON CONSULTATION FORM AND RETURN TO EMPLOYER

IF THRESHOLD IS MET EMPLOYER WILL BE REQUESTED TO COMPLETE LADO REFERRAL FORM

STAGE TWO

LADO WILL CONVENE A LADO MANAGEMENT OF ALLEGATIONS MEETING WITHIN FIVE WORKING DAYS

AT THIS MEETING THE PLAN OF INVESTIGATION WILL BE AGREED TAKING INTO ACCOUNT ANY POLICE INVESTIGATION AND SAFEGUARDING ACTIONS WILL BE CONFIRMED.

TIMEFRAME WILL BE AGREED AND SUPPORT TO THE EMPLOYEE WILL BE CONFIRMED.

EMPLOYER TO UPDATE LADO DURING INVESTIGATION.

EMPLOYER TO INVOKE DISCIPLINARY PROCEDURES IF APPROPRIATE.

STAGE THREE.

LADO CLOSURE MEETING HELD AND WILL INVOLVE ALL APPROPRIATE PROFESSIONALS WHERE THE EMPLOYER WILL PRESENT THEIR FINDINGS/ACTIONS.

OUTCOME TO THE LADO PROCESS AGREED BY ALL PROFESSIONALS.

SUBSTANTIATED - There is sufficient evidence to prove the allegation that a child has been harmed or there is a risk of harm.

UNFOUNDED - There is no evidence or proper basis which supports the allegation being made.
It might indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.
The chair of the meeting / discussion should make a record of the agreed outcome and forward this to the employer

UNSUBSTANTIATED - There is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

MALICIOUS - There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive. The police should be asked to consider what action may be appropriate in these circumstances

FALSE ALLEGATIONS - There is sufficient evidence to disprove the allegation.
There is no evidence to suggest that there was a deliberate intention to deceive.
False allegations may be an indicator of abuse elsewhere which requires further exploration. If an allegation is demonstrably false, the employer, in consultation with the LADO, should refer the matter to local authority children's social care to determine whether the child is in need of services, or might have been abused by someone else.

CLOSURE MEETING WILL AGREE ON DBS REFERRAL IF APPROPRIATE AND CLOSURE LETTER TO EMPLOYEE.