Child Protection and Safeguarding Policy – Litherland High School

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Section 1- Introduction

1.1 Key Contacts

Role	Name	Contact details
Designated safeguarding lead (DSL)	Carmel Murphy	cmurphy@mylhs.org 0151 212 3323
Deputy Designated Safeguarding Lead	Natalie Limb	nlimb@mylhs.org 0151 212 3323
Senior Mental Health Lead	Kelly McAnally	kmcanlly@mylhs.org 0151 212 3323
Local Authority Designated Officer	Tracy Holyhead	Tracey.Holyhead@Sefton.gov.uk 0151 934 3783
Chair of Governors	Simon Porter	COG@mylhs.org
Safeguarding Governor	Simon Porter	COG@mylhs.org
Trust Safeguarding Strategic Lead (Assistant Director of Education)	Paul Holloway	PHolloway@theheathfamily.org.uk
LA Children Missing from Education (CME) Officer	Clare Johanson	Clare.johanson@sefton.co.uk
LA Attendance Lead	Catherine Carlsen	Catherine.Carlsen@sefton.gov.uk

1.2 Policy statement

1.2.1 Safeguarding children is everyone's responsibility. The Heath Family Trust is committed to safeguarding children and we expect everyone who works in our school to share this commitment. This policy sets out how Litherland High will deliver these responsibilities.

1.2.2 As per KCSIE, the term children includes everyone under the age of 18.

1.2.3 This policy must be read in conjunction with the statutory guidance documents 'Keeping children safe in education,' 'Working together to safeguard children', a guide to inter-agency working to safeguard and promote the welfare of children.

1.2.4 Furthermore, we will follow the procedures set out by the Sefton Local Authority Safeguarding Children Partnership

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

1.3 Our principles

1.3.1 We enact our Trust values when working to safeguard and protect children, working with kindness, integrity and tenacity to support our children and families.

1.3.2 We believe that our school should provide a child-centred, caring, positive, safe and stimulating environment that promotes the emotional, social, physical and moral development of the individual child.

1.3.3 We provide an environment within our school that will help children feel safe and respected.

1.3.4 We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to, kept safe and never be made to feel that they are creating a problem for reporting abuse, sexual violence or sexual harassment.

1.3.5 We recognise that children may not feel ready or know how to tell someone they are being abused, exploited or neglected and may not recognise their experiences as harmful.

1.3.6 We recognise that children with additional needs or vulnerabilities including disability and/or sexual orientation or language barriers may require additional support to enable them to tell someone they are being abused.

1.3.7 We ensure that children are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

1.3.8 We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

1.3.9 Safeguarding arrangements in our school are underpinned by two key principles:

- safeguarding is everyone's responsibility: all staff, governors and volunteers should play their full part in keeping children safe, maintaining an attitude of 'it could happen here.'
- a child-centered and coordinated approach: a clear understanding of the needs and views of children.

1.4 Legislation and statutory guidance

1.4.1 This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), the Maintained Schools Governance Guide and Academy Trust Governance Guide. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

1.4.2 This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026), which defines what 'regulated activity' is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage
- Operation Encompass statutory guidance, which explains that the police must notify our school of any incidents involving domestic abuse
- This policy also complies with our funding agreement and articles of association.

1.5 Who is responsible for this policy?

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

1.5.2 Through implementation of this policy, we will ensure that our school provides a safe environment for children to learn and develop.

1.5.3 The leadership of the school will promote a whole school approach to safeguarding which means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

1.6 Legal duty

1.6.1 This policy outlines the legal duties required to safeguard and promote the welfare of children and young people in school.

1.6.2 All school and college staff should read part 1 of Keeping Children Safe in Education. Statutory guidance sets out what schools **must** do to comply with the law.

1.6.3 In line with the law, this policy defines a child as anyone under the age of 18 years or any child on roll at this school.

1.6.4 This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026 and Working Together to Safeguard Children (2026), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

1.6.5 Governing bodies and proprietors have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

1.7 Definitions

1.7.1 Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge. protecting children from maltreatment, whether that is within or outside the home, including online.
- 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.
- taking action to enable all children to have the best outcomes.

1.7.2 Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

1.7.3 Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

1.7.4 Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

1.7.5 Making or sharing of nudes or semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images such as photographs, videos or live streams. This also includes images that are digitally altered or wholly AI-generated (sometimes called 'deepfakes' or 'deep nudes') that otherwise appear to be a photograph of video. The share of nude or semi-nude images requires a safeguarding response whether they are consensual or non-consensual.

1.7.6 Children includes everyone under the age of 18.

1.7.7 The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA.
- The chief officer of police for a police area in the LA area

1.7.8 Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

1.7.9 Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

1.8 Equality Statement

1.8.1 Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

1.8.2 We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

Section 2 – Safeguarding Roles and Responsibilities

2.1 Expectations and legal duty

2.1.1 All staff, volunteers and governors working in the school are responsible for the operation of this policy and have a legal duty to report any disclosure, allegation, or suspicion of abuse, to the Designated Safeguarding Lead or, in their absence, their Deputy. This must be done immediately following the disclosure or suspicion is made or arises.

2.2 The Trust Strategic Lead for Safeguarding (Assistant Director of Teaching and Learning) will ensure that:

2.2.1 The Trust Child Protection and Safeguarding Policy is annually updated, consulted on, and shared.

2.2.2 Working closely with Principals, DSLs and Heads of School, there is a focus on compliance in terms of the Safeguarding Backbone.

2.2.3 Where schools need additional support to secure compliance, the Trust lead will work closely with schools to provide, support, training, guidance and follow up monitoring.

2.2.4 Safeguarding data and other evidence that gives an indication of safeguarding risks is regularly reviewed, and leaders are held to account through termly review meetings, ensuring clear plans for improvement are in place where required.

2.2.5 Safeguarding networks are delivered to facilitate sharing best practice and delivery of training.

2.2.6 The effectiveness of safeguarding within schools is reviewed, through a collaborative Trust review process, and supporting improvements as needed.

2.2.7 Advice and guidance is provided for leaders when dealing with complex safeguarding cases.

2.3 The Governing Body will ensure that:

2.3.1 The school has a Designated Governor responsible for safeguarding.

2.3.2 The policies, procedures and training for all staff, governors and volunteers are effective and comply with the law at all times, both at induction and throughout the duration of their time as a member of the school.

2.3.3 An appropriate senior member of staff is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead (DSL) will be a member of the Senior Leadership team and the role will be explicit within their job description. This person will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection 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.

2.3.4 There is a designated member of staff who will ensure the academic progress, emotional wellbeing and safety of children who are looked after or have previously been looked after by the local authority.

2.3.5 The school has a Safeguarding and Child Protection policy and procedures in place that are in accordance with DfE and locally agreed inter-agency procedures, and the policy is made available on the school website.

2.3.6 The school contributes to inter-agency working in line with statutory guidance.

2.3.7 Safeguarding procedures consider local guidance including Sefton Local Authority Level of Need Framework

2.3.8 All staff, volunteers and governors are aware of child on child abuse, have been trained in recognising the signs and indicators, and know that even if no incidents have been reported, it does not mean it is not happening in our school and that it can happen both inside and outside school and online;

2.3.9 Safeguarding responses are in place in cases where children go missing from education;

2.3.10 The school has a written Code of Staff Conduct in place;

2.3.11 The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and school Governors, e.g. DBS, Childcare disqualification etc;

2.3.12 That there is an accurate, up to date Single Central Record in place that is regularly checked/reviewed;

2.3.13 There is at least one person on every recruitment panel that has completed Safer Recruitment training;

2.3.14 Staff undertake appropriate safeguarding and child protection training, including online safety training which, amongst other things, includes an understanding of the expectations, and applicable roles and responsibilities in relation to filtering ang monitoring;

2.3.15 Ensure the school has a policy in respect of the use of restrictive interventions, including the use of reasonable force and which reflects that the adoption of a 'no contact' policy can leave staff unable to fully support and protect pupils

2.3.16 Ensure the school has appropriate cyber security systems in place

2.3.17 Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness at least once every academic year. This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Ensuring that reviews are carried out by the Trust central IT team.
- The review will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. A record of these checks will be kept and shared with the school.
- Seeking assurance that the school's arrangements meet the DfE's filtering and monitoring standards, and that any required improvements are acted upon by school leaders, IT staff and service providers.

2.3.18 All Governors undertake appropriate governor safeguarding and CP training at induction (including online, filtering & monitoring) and this training should be regularly updated. The training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at school are effective and support the delivery of a robust whole school approach to safeguarding; they remedy, without delay, any deficiencies or weaknesses regarding safeguarding child protection arrangements;

2.3.19 There are procedures in place to manage allegations against teachers, Principals, volunteers, governors and other staff, including supply staff, that may meet the harm threshold;

2.3.20 There are procedures in place to manage low level concerns and allegations relating to adults in school, which do not meet the harm threshold;

2.3.21 Where services or activities are provided on or off the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;

2.3.22 The school's safeguarding and child protection policies and procedures are available on the school's website or by other means;

2.3.23 They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged:

2.3.24 Consideration is given as to how children may be taught about safeguarding;

2.3.25 **T**hey have knowledge in relation to online safety;

2.3.26 Are aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) and the multi-agency safeguarding arrangements.

2.3.27 They have appropriate level of security protection procedures in place in order to safeguard children, staff and systems and which meet government guidelines.

2.4 The Principal will ensure that:

2.4.1 Any information about a child will be disclosed on a need to know basis only, to other members of staff. Guidance about sharing information can be found in the document "Information Sharing: Advice for Practitioners providing safeguarding services 2018";

2.4.2 The policies and procedures adopted by the Governing Body or Trust are fully implemented and followed by all staff;

2.4.3 Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities effectively;

2.4.4 All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies:

2.4.5 They act as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.

2.4.6 They make decisions regarding low-level concerns and may collaborate with the DSL.

2.4.7 The Single Central Record (SCR) is up to date and the safer recruitment practices set out in Keeping Children Safe in Education 2026 are followed.

2.4.8 The work of the school is compliant with the Trust Safeguarding backbone. Where there is work to do, the Principal will prioritise access to training, support and frequent monitoring to quickly move to compliance.

2.4.9 That priority is given to ensure frequent safeguarding training sessions / briefing sessions and that sufficient time is allocated for delivery.

2.4.10 All staff are given a mandatory induction, which includes clear guidance on their safeguarding and child protection responsibilities, including online safety, and procedures to follow if anyone has any concerns about a child's safety or welfare.

2.4.11 The school site is safe and secure, and reviewing this regularly with the site team.

2.4.12 They promote a positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.

2.4.13 They establish and sustain high expectations of behaviour for all pupils and implementing a consistent, fair, and respectful approach to managing behaviour, in order to provide a safe and secure environment for children and adults.

2.4.14 There is a culture of high staff professionalism, ensuring staff understand the code of conduct and the culture allows staff to recognise and report low level concerns / allegations should they arise.

2.4.15 There are rigorous approaches in place to identify, manage and mitigate risk.

2.4.16 They forge constructive relationships beyond the school, working in partnership with parents, carers, the community as well as fellow professionals across other public services to provide high quality support for children.

2.4.17 Any trips and visits / guest speakers are added to the Evolve system, risk assessments in place as required and that these are known and signed off at the most senior level of Principal / Head of School.

2.4.18 At least one person on any appointment panel has undertaken safer recruitment training which is renewed every two years.

2.4.19 Government guidance is followed to secure children's safety, including implementing measures as described in the 'Protective security and preparedness in schools' guidance.

2.4.20 The school has in place a robust filtering and monitoring system, which is reviewed annually.

2.5 The Designated Safeguarding Lead will:

2.5.1 Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2026's Annex B and adhere to this role;

2.5.2 take the **lead responsibility** for safeguarding and child protection (including online safety and filtering and monitoring). This is explicit in their job description. The DSL has the appropriate status and authority to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and therefore leaders commit to ensuring that they are given the additional time, funding, training, resources and support they need to carry out the role effectively;

2.5.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The Designated Safeguarding Lead Carmel Murphy can be contacted via email – cmurphy@mylhs.org

When the DSL is absent, the Deputy Safeguarding Lead Natalie Limb will act as cover.

If the DSL and deputies are not available or absent, we have cover arrangements in place. This includes using the school's designated safeguarding email:- Safeguarding@mylhs.org

2.5.4 Carry out all areas of their role effectively as outlined below.

Managing referrals

2.5.4 Refer cases of suspected abuse or allegations to the relevant investigating agencies, Children's Social Care, Police;

2.5.5 Recognise the need for early identification when children need early help and support;

2.5.6 Refer cases to the Channel programme where there is a radicalisation concern and support staff who make referrals to Channel.

2.5.7 Refer cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required.

2.5.8 Refer cases to the police where a crime may have been committed.

2.5.9 Keep detailed, accurate and secure written records of referrals and concerns. Ensure that these records are stored in locked cabinets / CPOMS and not accessible to staff and students;

Working with others

2.5.10 Act as a source of support, advice, and expertise for all staff;

2.5.11 Act as a point of contact with the safeguarding partners.

2.5.12 Liaise with the Principal to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.

2.5.13 As required, liaise with the "case manager" and the local authority designated officer (LADO) for child protection concerns in cases which concern a staff member.

2.5.14 Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

2.5.15 Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.

2.5.16 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

2.5.17 Work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and

- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

2.5.18 Ensure that child protection files are kept up to date. 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.

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

2.5.20 Ensure that safeguarding files are only accessed by those who need to see them and where the file or content within is shared, ensure this happens in line with information sharing guidance.

2.5.21 Ensure that where children leave the school or college (including in year transfers) 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. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. In addition to this, any other supporting information should be shared to support safeguarding in the new school or college.

Raising Awareness

2.5.22 Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff.

2.5.23 Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and the trust regarding this.

2.5.24 Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

2.5.25 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;

2.5.26 Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

2.5.27 Ensure that safeguarding messages are displayed in reception/visitor areas and that appropriate checks are made on entry to the school;

2.5.28 Ensure that visitors are aware of who the DSLs and deputies are and how to share concerns should they arise;

2.5.29 Provide the Governing Body with an up to date analysis of safeguarding related issues and numbers of vulnerable students to enable them to scrutinize, challenge and support school as necessary;

Training, knowledge, and skills

2.5.30 Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years including Prevent awareness training.

2.5.31 Through training, develop a strong understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care.

2.5.32 Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

2.5.33 Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

2.5.34 Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children.

2.5.35 Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

2.5.36 Be 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.

2.5.37 Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners.

2.5.38 Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation, those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

2.5.39 Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

2.5.40 Recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.

2.5.41 Obtain access to resources and attend any relevant or refresher training courses.

2.5.42 Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

2.5.43 Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

2.5.44 Ensure that all staff have regular safeguarding training, including online safety, filtering and monitoring (At least every 3 years).

2.5.45 Ensure that all staff have regular safeguarding updates, as required, including an annual KSCIE update;

2.5.46 Ensure that all staff have completed PREVENT training with regular refreshers.

2.5.47 Ensure that all staff are made aware of their responsibility to provide a safe environment in which children can learn and the responsibility to identify children who are, or are likely to, suffer significant harm and take appropriate action;

2.5.48 Ensure that all staff receive training in managing and responding effectively to incidents of child on child abuse, ensuring there is a clear acknowledgement and awareness by all stakeholders that it is happening, but may not be being reported.

Understanding the views of children

2.5.49 **E**ncourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,

2.5.50 Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

2.5.51 Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners

2.5.52 Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

2.5.53 Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

2.6 The Leadership Team will:

2.6.1 Fully support the Designated Safeguarding Lead to ensure statutory safeguarding guidance is adhered to;

2.6.2 Deal with any safeguarding issues in the absence of designated safeguarding staff;

2.6.3 Pay full regard to Safeguarding and Child Protection when developing policy and protocols within their given role;

2.6.4 Pay full regard to 'Keeping Children Safe In Education 2026' when developing policy and protocols within their given role;

2.6.5 Ensure that safeguarding is embedded within the curriculum.

2.7 All Staff and volunteers will:

2.7.1 Read and understand part 1 and annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually

2.7.2 Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

2.7.3 Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

2.7.4 Demonstrate an understanding that safeguarding is everyone's responsibility;

2.7.5 Fully comply with the school's policies and procedures;

2.7.6 Report any safeguarding concerns, to the Designated Safeguarding Lead without delay.

2.7.7 Ensure that concerns relating to a child remain confidential and are only shared with the Designated Safeguarding Lead or Deputy DSL;

2.7.8 Provide a safe environment in which children can learn and will have a belief that "*it could happen here*";

2.7.9 Understand that it may be appropriate to discuss with the Principal matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable;

2.7.10 Understand that failure to follow any of the procedures set out within this policy may result in disciplinary action being taken by the school;

2.7.11 Report any concerns regarding adult conduct to the Principal or other nominated person (See Managing allegations and low level concerns policy).

2.7.12 All staff will be aware of:

- Our systems that 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 deputy, the behaviour policy, and the online safety policy which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education/who are absent from education.
- Be aware of the school's unauthorised absence procedures and children missing education procedures
- The early help assessment 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.
- The process for community-based Family Help assessments
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation and modern slavery, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The safeguarding issues that often overlap and can put children at risk of harm, including:
  - Drug taking and/or alcohol misuse
  - Unexplainable and/or persistent absences from education
  - Serious violence, criminal exploitation (including that linked to county lines), radicalisation
  - Consensual and non-consensual making or sharing of nudes or semi-nudes
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that mental health can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.
- That children may experience prejudice-based harm including racism, faith-based prejudice and other forms of discrimination. These experiences may affect a child's welfare, wellbeing, mental health and ability to seek help.
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

Section 3: Responding to concerns about children

3.1 Reporting concerns

3.1.1 Clear procedures on the reporting of any concerns are given to all staff/volunteers in the school. This is done as part of the staff induction training and staff are given a reminder of this annually in refresher training.

3.1.2 All children will be reminded regularly through assemblies, tutor time and PSHE, how to report any concerns they might have about themselves or other pupils. This can be done either directly or with a trusted adult in school.

3.1.3 Regular student voice will be held to ensure all pupils feel they have a trusted adult in school.

3.1.4 Staff should ensure that all concerns should be reported in writing, using the school's safeguarding concern process, CPOMS. Concerns should always be completed as soon as possible, on the same day. Staff should never wait until the next day to complete a safeguarding concern report. **Concerns about a member of staff should be reported immediately.**

3.1.5 All child protection and/or safeguarding concerns should be reported to Ms Carmel Murphy, Designated Safeguarding Lead). **See Appendix 1 for a flow diagram which explains how all disclosures are dealt with at the school.**

3.1.6 The school takes its responsibility to safeguard children seriously. **Failure to follow these reporting procedures may result in disciplinary action.**

3.2 Responding to a child's disclosure of abuse

3.2.1 At Litherland High School we have a clear procedure for reporting concerns. If a child talks to a member of staff about any risks to their safety or wellbeing, the staff member will let the child know that they have a duty to pass the information on to the safeguarding team (DSL) in order to offer the proper support that the child requires. Staff members will allow the child to speak freely and will not ask investigative questions.

3.2.2 Staff will be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and /or they may not recognise their experiences as harmful. Staff will be aware this could be due to their vulnerability, disability and or sexual orientation or language barriers.

3.2.3 The staff member will tell the child what will happen next. It is the duty of the member of staff to inform the Designated Safeguarding Lead of what has been discussed. The staff member will write up details of their conversation with the child as soon as possible and certainly on the same day, on CPOMS. If CPOMs is temporarily unavailable the school 'back up' paper procedures should be followed.

3.2.4 Information will be shared on a need-to-know basis only. Issues or concerns will not be discussed with colleagues, friends or family unless necessary for the welfare of the child.

3.3 Suspecting that a child is at risk of harm

3.3.1 There will be occasions when staff may suspect that a child may be at risk but have no 'real' evidence. In these circumstances, staff will try to give the child the opportunity to talk. All staff should be aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of school and online.

3.3.2 Staff should use CPOMS to record these early concerns. Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the Designated Safeguarding Lead Ms Carmel Murphy.

3.3.3 Staff will be aware of the harm caused by child-on-child abuse including sexual violence or harassment and recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

3.3.4 Staff will use the school's Anti-Bullying Policy where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures.

3.3.5 The school acknowledges that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure that all of our children receive equal protection, we will give special consideration to children that may have increased vulnerabilities, such as children with SEND or children who are LGBTQ+.

3.4 Taking action

3.4.1 If at any time it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to Sefton Local Authority Emergency Duty Team 0151 934 4013 or call 999 if you are concerned a child needs immediate protection.

3.4.2 If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

3.4.3 The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- 'When to call the police' should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

3.5 Notifying Parents

3.5.1 We will normally seek to discuss any concerns about a child with their parents. The Designated Safeguarding Lead, Ms Carmel Murphy, or a member of the safeguarding team, will contact the parent in the event of a concern, suspicion or disclosure.

3.5.2 However, if we believe that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

3.6 Early Help

3.6.1 Early help is support for children of all ages that improves a family's resilience and outcomes or reduce the chance of a problem getting worse.

3.6.1 All staff are expected to be familiar with the Early Help process and their role within this.

3.6.2 Staff should be aware that these children are more likely to require early help. The list below, is not exhaustive, but highlights some of those more vulnerable groups.

- Children who need a social worker (Child in Need and Child Protection Plans)
- Children Missing From Education or Children who are frequently absent.
- Children who have experienced multiple suspensions or are at risk of being excluded from school.
- Children in Alternative Provision
- Children at risk of exploitation or radicalisation.
- Children with a parent / carer in custody or affected by parental offending.
- Children opting for or receiving Elective Home Education (EHE)
- Children requiring mental health support.
- Looked after children and previously looked after children.
- Children who are privately fostered.
- Children at risk of FGM or forced marriage.
- Children with special educational needs, disabilities or health issues
- Children who are LGBTQ+

3.6.3 At Litherland High School, we also liaise with a wide variety of outside agencies, many of which are able to see children weekly.

3.6.4 Examples of the wider agencies we liaise with include; multi-agency team/s, careers services, school nurse, Child and Adolescent Mental Health Services (CAMHs), Educational Welfare Officer/s (EWO's), our local Police Community Support Officers (PCSO's), the Police and other services.

3.6.5 We encourage families, children, and parents to work with these partner agencies also. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

3.6.6 Staff and volunteers working within the school should be alert to the potential need for early help for children. Staff and volunteers should be alert to children with additional vulnerabilities who may benefit from Early Help.

3.7 Referral to Children's Social Care

3.7.1 The Designated Safeguarding Lead or deputy will make a referral to Children's Social Care if it is believed that a child is suffering or is at risk of suffering significant harm.

3.7.2 Contact at Sefton Local Authority is 0151 934 4013

3.7.3 The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

3.8 Reporting directly to child protection agencies

3.8.1 Staff will follow the reporting procedures outlined in this policy.

3.8.2 However, they may also share information directly with Children's Social Care, police, or the NSPCC if:

- The situation is an emergency and the Designated Safeguarding Lead Ms Carmel Murphy their deputy the Vice Principal/Principal are all unavailable
- They are convinced that a direct report is the only way to ensure the child's safety.

3.9 Escalation

3.9.1 If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern.

3.9.2 Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line Sefton Local Authority Safeguarding Partnership's formal escalation policy to ensure a timely resolution.

3.10 Reporting children in private fostering

3.10.1 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent, person with parental responsibility or close relative, in their own home, with the intention that it should last for 28 days or more.

3.10.2 Comprehensive guidance on private fostering can be found here in the DfEs publication 'Children's Act 1989 Guidance on Private Fostering'.

3.10.3 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

3.10.4 We have a duty to notify to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

3.10.5 We have a mandatory duty to notify the local authority if we are involved directly or indirectly in arranging for a child to be fostered privately. Notifications must contain the information specified in Schedule 1 of The Children (private Arrangements for Fostering Regulations 2005 and must be made in writing

3.10.6 School staff should notify the designated safeguarding lead or deputy when they become aware of private fostering arrangements.

3.11 Confidentiality and Information Sharing

3.11.1 Timely information sharing is essential to effective safeguarding

3.11.2 Arrangements should be in place setting out the processes and principles for sharing information within the school and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required

3.11.3 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

3.11.4 The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

3.11.5 If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

3.11.6 Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

3.11.7 If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

3.11.8 The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

3.11.9 Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

Section 4 – Understanding and responding to different types of abuse, neglect and exploitation

4.1 Child abuse and types of abuse

4.1.1 Abuse is 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. They may be abused by an adult or adults, or another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

4.1.2 All staff must maintain and attitude of 'it could happen here' and ensure any concern, no matter how small is reported. It could be the vital missing piece of the jigsaw that indicates a child is at risk of harm.

4.1.3 All staff will receive ongoing training regarding types of abuse including local and national context.

4.1.4 The DSL and/or deputy will respond to all concerns, following local authority procedures and where there is an immediate risk of serious harm to a child will inform the police.

4.1.5 There are four types of child abuse as defined in 'Keeping Children Safe in Education.'

- physical abuse
- emotional abuse
- sexual abuse
- neglect

4.1.6 All staff must know what these are and be alert to the signs.

4.1.7 All staff must be know and understand about specific forms of abuse / safeguarding issues outlined in Annex A of KCSIE:

- Child abduction and community safety incidents
- Child Criminal Exploitation and Child Sexual Exploitation
- County Lines
- Children and the Court System
- Children Missing from Education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Sexual Violence and sexual harassment between children in schools
- Serious Violence
- So called 'honour' based abuse (including Female Genital Mutilation and Forced Marriage)

4.2 Radicalisation

4.2.1 Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a key part of our safeguarding approach.

4.2.2 The Counter-Terrorism and Security Act, 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism "the Prevent duty".

4.2.3 Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and refer all cases to the designated safeguarding lead (or a deputy) who may need to make a Prevent referral.

4.2.4 All staff are expected to undergo Prevent Training at induction, and training for existing staff should be renewed every two years.

4.2.5 The Designated Safeguarding Lead has received training about their responsibility within the Prevent Duty, as well as tackling extremism and is able to support staff with any concerns they may have.

4.3 Child on Child Abuse

4.3.1 All staff should be aware that children can abuse other children at any age and that it can happen both inside and outside of school and online.

4.3.2 All staff must know the indicators and signs of child-on-child abuse, know how to identify it, and respond to reports of it. This includes sexual violence and sexual harassment.

4.3.3 All staff must be aware that even if there are no reports it does not mean child on child abuse is not happening. It may be the case that it is just not being reported.

4.3.4 Staff must be vigilant and if they have any concerns they should speak to the DSL or deputy.

4.3.5 All staff must challenge inappropriate behaviours between children including, but not limited to:

- Bullying (including cyberbullying, prejudiced based and discriminatory bullying, inappropriate touching).
- Discriminatory behaviour (including racism, faith-targeted abuse, and other prejudice-based incidents)
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault which may also include an online element.
- Sexual harassment such as sexual comments, remarks, jokes, and online harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos including those generated by AI (also known as sexting or youth produced sexual imagery).
- Up skirting – taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals.

4.3.6 All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

4.4 Creating a supportive environment and minimising the risk of child on child abuse

4.4.1 We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

4.4.2 Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

4.4.3 Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.

4.4.4 Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.

4.4.5 Ensure pupils are able to easily and confidently report abuse using our reporting systems.

4.4.6 Ensure staff reassure victims that they are being taken seriously.

4.4.7 Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.

4.4.8 Recognise the intersection of misogyny/misandry and harmful sexual behaviour. We will actively identify, challenge and address how misogynistic/misandrist attitudes contribute to the normalisation of inappropriate behaviour and increases the risk of leading to child-on-child abuse, including sexual harassment and sexual violence, within our school environment

4.4.9 Be alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping pupils' attitudes

4.4.10 Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.

4.4.11 Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

4.4.12 Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example, Children can show signs or act in ways they hope adults will notice and react to; A friend may make a report; A member of staff may overhear a conversation: A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- That exposure to misogynistic/misandrist content online can indicate a safeguarding concern and requires early discussion with the DSL

4.4.13 The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

4.4.14 Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

4.5 Sharing of nudes and semi-nudes / sexting

Staff responsibilities if responding to an incident.

4.5.1 All incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual, require a safeguarding response.

4.5.2 Any staff member made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including AI-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), must report it to the DSL immediately.

4.5.3 Staff members must **not**:

- View, copy, print, share, store or save the imagery, or ask a pupil to share or download it (if the imagery has been by accident, this must be reported to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

4.5.4 Staff members should explain that they need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

4.5.5 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

4.5.6 The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

4.5.7 If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

4.5.8 If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.
They will hold interviews with the pupils involved (if appropriate)

4.5.9 If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

4.5.10 The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

4.5.11 If it is necessary to refer an incident to the police, this will be done through e.g. a safer school's officer, a police community support officer, local neighbourhood police, dialing 101].

Recording incidents

4.5.12 All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

4.5.13 Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

4.5.14 Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

4.5.15 This policy on the sharing of nudes and semi-nudes is also shared with pupils via PSHE and assemblies as appropriate so they are aware of the processes the school will follow in the event of an incident.

4.6 Child on child sexual violence and sexual harassment

4.6.1 Sexual violence and sexual harassment can happen anywhere, Staff should be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely that it will be perpetrated by boys.

4.6.2 All staff should be aware of and respond appropriately to all reports and concerns.

4.6.3 We recognise that sexual violence and sexual harassment exists on a continuum, may overlap, and can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

4.6.4 We also recognise that sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and is never acceptable. All staff and volunteers will maintain an attitude of 'it could happen here.'

4.6.5 We will ensure that all children are taught, in an age-appropriate way, about sex and relationships and understand that the law is in place to protect children rather than criminalise them.

4.7 Responding to reports of child on child abuse

4.7.1 Allegations may be made against children by other children in the academy, which are of a safeguarding nature.

4.7.2 Safeguarding issues raised in this way may include sexual violence, sexual harassment, sexual exploitation, physical abuse, emotional abuse.

4.7.3 We will support and reassure the victims that they are being taken seriously and that they will be supported and kept safe. We will ensure that victims are never given the impression that they are creating a problem or made to feel ashamed by reporting sexual violence or sexual harassment.

4.7.4 Abuse that occurs online or outside of the academy will not be downplayed and will be treated equally seriously.

4.7.5 The academy recognises that certain children may face additional barriers to disclosure because of their vulnerability, disability, sex, ethnicity and/or sexual orientation and that procedures will ensure that all children are able to report easily.

4.7.6 The academy has a zero-tolerance approach to sexual assault or harassment. It is never acceptable, will not be tolerated and will never be passed off as 'banter' 'just having a laugh' 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours, misogyny/misandry and an unsafe environment for pupils.

4.7.7 For some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.

4.7.8 Where there has been a report of sexual violence the DSL or deputy will make an immediate written risk and needs assessment which will be kept under review and will work to engage with children's social care and specialist services as required.

4.7.9 Action will be taken immediately to protect the victim, alleged perpetrator(s), and other children in the academy. The academy will not wait for the outcome or even the start of any police investigation before taking action to protect the children involved.

4.7.10 Any relevant action under the academy behaviour policy will be considered.

4.7.11 Where there has been a report of sexual harassment the need for a risk assessment will be considered on a case-by-case basis.

4.7.12 The risk and needs assessment will consider:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator(s).
- All the other children (and, if appropriate adults and staff) at the academy, especially any actions that are appropriate to protect them from the alleged perpetrator(s) or from future harms.

4.8 Action following a report of sexual violence / sexual assault / sexual harassment

4.8.1 The DSL will follow the guidance as set out on page 116 of KCSIE for 'responding to reports of sexual violence and sexual harassment.'

4.8.2 When a report has been received the DSL or deputy will liaise with the parents unless this would put the victim at greater risk.

4.8.3 If a child is at risk of harm, in immediate danger or has been harmed then a referral should be made to the local authority children's social care.

4.8.4 Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

4.8.5 Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved or impacted.

4.8.6 The DSL will work through the stages depending on the severity of the abuse:

- Manage the report internally.
- Provide support through the local Early Help process.
- Make a referral to Children's Social Care
- Report to the police.

4.8.7 All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMS.

4.8.8 The academy will ensure that if a child is convicted or receives a caution for a sexual offence the risk assessment will be updated to ensure relevant protections are in place and needs are being met.

4.8.9 If a report is assessed as being unsubstantiated, unfounded, false or malicious the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been by someone else and that this is a cry for help. In such circumstances the DSL may make a referral to children's social care. An Early Help process may be initiated.

4.8.10 If a report is deliberately invented or malicious, the academy will consider what disciplinary action is appropriate as outlined in the behaviour policy.

4.9 Ongoing response – safeguarding and supporting the victim

4.9.1 The following principles will help shape and decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim will be paramount.
- Consideration of the age and development stage of the victim, nature of the allegations and the potential risk of further abuse.
- The victim will never be made to feel they are the problem or made to feel ashamed.
- Proportionality of response. Support will be tailored on a case-by-case basis.
- A holistic approach with an awareness of health needs associated with sexual assault including physical, mental and sexual health problems and unwanted pregnancy.

4.10 Notifying parents / carers

4.10.1 Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

4.10.2 If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

4.10.3 In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

4.10.4 The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

4.11 The Safeguarding Curriculum

4.11.1 In order to ensure that children are able to themselves recognise the signs of neglect, abuse and exploitation and know how to keep themselves safe, and make safe choices in the future, the governing body will ensure that the school has a robust safeguarding curriculum which is regularly reviewed.

4.11.2 Litherland High commits to ensuring that our safeguarding curriculum is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

4.11.3 We will ensure that we cover relevant topics within Relationships and Sex Education and Health Education In teaching these subjects we commit to adhering to the government's statutory guidance,

4.11.4 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

4.11.5 Our Trust values of Kindness Integrity and Tenacity are upheld within our curriculum, underpinned by our pastoral support system, as well as by a planned programme of evidence based PSHE / RSHE delivered through assemblies, regularly timetabled lessons and reinforced throughout the whole wider curriculum. This curriculum offer is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and disabilities and other vulnerabilities).

4.11.6 Issues of online safety are also covered through assemblies and regularly timetabled lessons so that children can make safe choices.

4.11.7 Our PSHE programme will tackle, at an age-appropriate stage, issues such as:

- ✓ healthy and respectful relationships
- ✓ boundaries and consent
- ✓ stereotyping, prejudice and equality
- ✓ body confidence and self-esteem
- ✓ how to recognise an abusive relationship, including coercive and controlling behaviour
- ✓ the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- ✓ what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Section 5- Children who are more at risk of harm

5.1 Pupils with special educational needs, disabilities or health issues

5.1.1 We recognise that pupils with SEND, or certain health conditions can face additional safeguarding challenges both online and offline. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse.
- The need for intimate care or that these children are isolated from others.
- That these children are more lively to be dependant on adult for care.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

5.1.2 We offer extra pastoral support for these pupils in order to safeguard them.

5.1.3 Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO. The school consider extra pastoral support and attention for these children, and ensure any appropriate support for communication is in place.

5.2 Pupils with a medical condition

5.2.1 An incident relating to the management of a child's medical condition (including allergies) does not itself warrant a referral to local safeguarding partners.

5.2.2 A safeguarding referral will be made where an incident highlights concern that the child might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family because of their medical condition. For example, information about the child's medical condition might be withheld from the school, or the child may be repeatedly sent to school without essential medication, putting them at risk.

5.3 Young Carers

5.3.1 The school recognises that caring responsibilities can impact on a child's attendance, attainment, behaviour and wellbeing, and early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health service.

5.4 Pupils with a social worker

5.4.1 Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

5.4.2 The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

5.4.3 Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

5.5 Looked after and previously looked after children

5.5.1 We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

5.5.2 We have appointed a designated teacher, Mrs Jennifer Morgan who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

5.5.3 The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

5.5.4 As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

5.6 Pupils who are lesbian, gay or bisexual

5.6.1 We recognise that a child being lesbian, gay, or bisexual is not in itself a risk factor for harm. However, pupils who are (or who are perceived by other children to be) lesbian, gay, or bisexual can sometimes be vulnerable to discriminatory bullying. See our behaviour policy for more detail on how we prevent bullying based on sexuality.

5.6.2 We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

5.7 Pupils who are questioning their gender

5.7.1 **Supporting pupils who are questioning their gender**

5.7.1.1 We are aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, such as relating to relationships with family, peers or their broader social environment.

5.7.1.2 We will take a strong, proactive stance on all forms of bullying based on gender. See our behaviour policy for more detail.

5.7.1.3 When supporting a pupil questioning their gender, we will take into account the principle of taking a careful approach.

5.7.1.4 The DSL will lead in these cases.

5.7.2 **Involving parents/carers in cases of pupils questioning their gender**

5.7.2.1 Where a child who is questioning their gender asks for support from the school, we will engage parents/carers as a matter of priority.

5.7.2.2 However, in the rare circumstances where involving parents/carers might put a pupil at greater risk than not involving them, the DSL will determine a course of action needed to safeguard the child before contacting parents/carers or any decisions are taken.

5.7.2.3 Where a child confides in a member of staff about their feelings but does not ask the school to make changes to how they are treated, the school will only break any confidence if there is a related safeguarding risk.

5.7.3 **Considering requests for support with social transition**

5.7.3.1 We will not initiate any action regarding social transition. However, when a pupil or their parent/carer requests that the school makes changes or puts support in place to facilitate the pupil presenting as the opposite biological sex ("social transition"), we will work together with parents/carers to determine what is in the best interests of the child and other children.

5.7.3.2 Members of staff will not adopt any changes relating to social transition unless a decision has been made by the school and a child's parents/carers have been involved (as set out in Keeping Children Safe in Education (KCSIE)).

5.7.3.3 In making decisions about supporting social transition, we will ensure compliance with its obligations in respect of safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by the school's evaluation of the welfare and best interests of the child and other children. We will make decisions in line with the following principles:

- We have statutory duties to safeguard and promote the welfare of all children: the first step when considering a child's request for support with social transition will be to consider what is in the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes
- Parents and carers should be actively involved and their views treated with importance: (except in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them) where a child who is questioning their gender asks for support from the school parents/carers will be engaged as a matter of priority and their views will carry great weight and be properly considered
- Accommodating social transition is an active intervention so we will take a very careful approach: social transition is an active intervention that may have significant effects on the child in terms of their psychological functioning and longer-term outcomes
- We will comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition

5.7.3.4 We will ensure that the decision-making process is documented and records are kept.

5.7.3.5 The circumstances or needs of a child may change over time, and we may need to review our original decision and will involve the DSL in doing so.

5.7.4 **Rules on single-sex spaces**

5.7.4.1 Pupils are not allowed into toilets, changing rooms or showers designated for the opposite biological sex, with no exceptions.

5.7.5 **Rules on single-sex sports**

5.7.5.1 We may teach and play some sports or games, or activities of a competitive nature, in single-sex groups where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). We can separate children according to their biological sex in these circumstances.

5.7.5.2 Some sports may need to be played in single-sex groups from a certain age to ensure children's safety. Where single-sex sports are implemented for safety reasons, there are no exceptions and pupils must not be allowed to participate in sports designed for the opposite sex.

5.8 Pupils who have mental health issues

5.8.1 All staff should 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.

5.8.2 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.

5.8.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. We will ensure that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

5.8.4 We will ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

5.8.5 We seek to embed positive mental health and mental health awareness through our academy to create a culture where children can self-identify, signpost peers and seek support themselves. We undertake staff training and promote mental health awareness through the PHSE schemes. We also have MHST working with students in school and sign post to other professionals for additional support where appropriate.

5.8.6 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the referral mechanisms listed within this policy and speaking to the designated safeguarding lead or a deputy.

5.8.7 If it is felt that a child is in danger, call 999 or arrange for the child to be taken to A&E immediately by their parents or another suitable person.

5.8.8 If the child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

5.8.9 If staff have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

5.9 Pupils who are frequently absent from school

5.9.1 Lack of, or erratic attendance, persistent or severe absence is a safeguarding issue and must act as a warning sign to a range of concerns including neglect, sexual abuse, child sexual and child criminal exploitation particularly county lines. It may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. It must not be seen as an isolated concern.

5.9.2 Absence from education may increase known safeguarding risks.

5.9.3 We have a separate attendance policy (which includes protocols for children missing education and elective home education) in place which references both Working together to improve school attendance and Children Missing Education

5.9.4 We have a named senior leader with strategic responsibility for attendance. Ms Carmel Murphy

5.9.5 Academy attendance operational leads, in addition to the general safeguarding training that all staff receive are given access to role specific safeguarding training and ensure they understand the safeguarding implications behind poor or non-attendance.

5.9.6 Academy leaders and governors ensure that attendance data, particularly for identified vulnerable groups is closely and regularly monitored identifying trends or patterns which may indicate safeguarding concerns.

5.9.7 Where appropriate, social workers will be involved, informed and updated about attendance issues.

Section 6 - Online safety and the use of mobile technology

6.1 Online safety aims

6.1.1 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

6.1.2 To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community, including the expectation that our school is a mobile phone-free environment by default.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

6.2 Online safety categories of risk

6.2.1 Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or violence, disinformation (including fake news) and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users or generative AI applications, that simulate this, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – ~~personal~~ online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images including those generated using AI and online; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

6.2.2 To achieve our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum considering areas such as the safe use of social media, the internet and technology; Keeping personal information private; How to recognise unacceptable behaviour online; and how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our filtering and monitoring effectiveness. This will be conducted by the Trust central IT team. The DSL must ensure that they are aware of any necessary actions.
- Provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

6.3 Artificial Intelligence (AI)

6.3.1 Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

6.3.2 Litherland High School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

6.3.3 Litherland High School will treat any use of AI to access harmful content or bully pupils in line with this policy and our [anti-bullying/behaviour/AI] policy.

6.3.4 Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

Section 7- Working in Partnership

7.1 Partnership with Parents / carers

7.1.1 The Trust shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. Parents can report concerns to an appropriate member of school staff or directly to a member of the safeguarding team.

7.1.2 We are committed to working positively, open and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity and courtesy.

7.1.3 We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to protect a child.

7.1.4 We will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm.

7.1.5 As a school we follow the Sefton Local Authority Safeguarding Partnership's procedures when dealing with any matters of a child protection nature.

7.1.6 We will endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when we will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Safeguarding Partnership's Child Protection Procedures). We will, of course, always aim to maintain a positive relationship with all parents/carers.

7.1.7 We will seek ways to communicate with parents and carers to make them aware of the risks children face online, and how they can safeguard their children online at home.

7.2 Partnerships with Others

7.2.1 Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Children and young People Safeguarding Partnership. The three safeguarding partners are the Local Authority, A clinical commissioning group and the police. They have a shared and equal duty to work together to safeguard and promote the welfare of children. There is a joint responsibility for all agencies to share information to ensure the safeguarding of all children.

7.2.2 No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

7.2.3 Although multi agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual and/or criminal exploitation.

7.2.4 We recognise that it is essential to establish positive and effective working relationships with other agencies. These include the Local Authority, Social Care, Barnardo's, Police, Health, Childline, NSPCC, Surestart etc.

7.2.5 The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

7.2.6 At Litherland High School we have a safeguarding inbox which is monitored by members of the safeguarding team, this enables secure effective information sharing with Police, Health and Children's Care so that timely safeguarding and holistic support can be provided for the child/children whom we have concerns about. The email address is: Safeguarding@mylhs.org

7.3 The Local Safeguarding Children Partnership

7.3.1 Litherland High School works closely within the Sefton Local Authority Local Safeguarding Partnership, which is made up of the borough council, the police and the NHS. All three safeguarding partners have equal and joint responsibility for local safeguarding arrangements in the local area.

7.3.2 Litherland High School will commit to the relevant staff attending LA safeguarding networks and working closely with the LA to better improve safeguarding for children within Sefton Local Authority

7.3.3 Litherland High School will commit to information sharing as appropriate, working closely with the partnership to ensure that children's needs are met and emerging issues are responded to.

Section 8 - Ensuring our staff meet our safeguarding expectations

8.1 Safer Recruitment and Selection

8.1.1 The school pays full regard to current DfE guidance 'Keeping Children Safe in Education' (September 2026). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate Disclosure and Barring Service checks and any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children, including an online search for shortlisted candidates.

8.1.2 In line with statutory guidance, underpinned by regulations, the following will apply:

- a Disclosure and Barring Services (DBS) Enhanced Disclosure with barred list information is obtained for **all** new appointments to our school's workforce through staffing, personnel and payroll. This includes volunteers, school Governors and Trust Members.
- all new teaching appointments to our school workforce will be subject to an additional check to ensure they are not prohibited from teaching
- school will verify professional qualifications, as appropriate
- school will verify right to work in the UK
- school is committed to keep an up-to-date single central record - REGISTER detailing a range of checks carried out on our staff**,** volunteers, school Governors and Members of the Trust
- School will take all steps to ensure that staff working in specified early years or later years are not disqualified under the childcare act 2006.
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA, where appropriate
- school will check that candidates taking up a management position at our school are not subject to a prohibition from management (section 128) direction made by the secretary of state. This 128 check will also extend to all governors and the trust trustees.
- school will ask for written information about previous employment history and check that information is not contradictory or incomplete
- school will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- evidence of staff member's identity (including a birth certificate where possible), required qualifications and the right to work in the UK will be kept in individual personnel files, along with appropriate evidence of all relevant checks being completed.
- we will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

8.1.3 As a minimum, Key Governors, the Principal, Heads of School, SCR Admins, Admin recruitment staff and other relevant members of SLT have undertaken Safer Recruitment training.

8.1.4 one of the named people will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

8.2 Staff training including induction

8.2.1 All new members of staff and volunteers, including ECTs, non-teaching staff and associate teachers (ITT trainees), receive full Safeguarding and Child Protection training as part of their induction. This will include:-

- Child protection training on how to recognise signs of abuse, how to respond to any concerns, online safety, including filtering and monitoring and familiarisation with the safeguarding and child protection policy, KCSIE and WTTSC.
- Safeguarding responses to children who are or may be suffering harm including children who go missing from education
- Role and Identity of the Designated Safeguarding Lead and any nominated deputies
- Local Authority safeguarding procedures
- Online safety policy
- Student behaviour policy
- Staff code of conduct
- Whistleblowing policy

8.2.2 Copies of all these policies, a copy of part one of KSCIE and Annex A are provided to staff at induction and updates are circulated to staff. (A full copy of KCSIE is provided for members of SLT and safeguarding team).

8.2.3 All staff and volunteers receive formal safeguarding and child protection (including online safety) refresher training at least annually. This training includes current safeguarding responsibilities, policies and procedures and reflects any updates to statutory guidance or school policies.

8.2.4 In addition, all staff and volunteers will receive ongoing safeguarding and child protection (including online safety) training that builds upon existing staff knowledge, in addition to refreshing key knowledge, and will be pertinent to the needs of the school community and local context. Regular updates (for example via briefings) will also be provided as required to continue to provide staff with the relevant skills and knowledge to safeguard children effectively.

8.2.5 **The Principal** will complete level 3 advanced training at least once every three years. They will undertake other appropriate training to equip them to carry out their responsibilities for Safeguarding and Child Protection effectively.

8.2.6 The school's **Designated Safeguarding Lead and nominated deputies** undertake the appropriate Local Authority Safeguarding and Child Protection training commensurate with their level of responsibility and complete updated level 3/DSL level child protection training at 2 yearly intervals. Further safeguarding training should be accessed on a minimum of an annual basis as best practice.

8.2.7 All Governors undertake appropriate Governor Safeguarding and Child Protection training, including online safety and filtering & monitoring, which ensures they are well placed to check policy and protocol as well as make appropriate professional challenges. Nominated Governors will undertake Local authority training for their role as Lead Governors for Safeguarding (or other appropriate training).

8.2.8 We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

8.3 Allegations against staff

8.3.1 Safeguarding and promoting the welfare of children is everybody's responsibility. All staff have a responsibility to provide a safe environment in which children can learn. The Managing allegations (incl. low-level concerns) Policy covers all employees at all levels and grades, including senior managers, officers, employees, trainees, part-time and fixed-term employees (collectively referred to as employees in the policy). The policy also applies to supply staff and volunteers.

8.3.2 Keeping Children Safe in Education states that, as part of a Trust-wide approach to safeguarding, a Trust and its schools should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Trust (including supply teachers, trainee teachers, volunteers and contractors) are dealt with promptly and appropriately.

8.3.3 Allegations and/or concerns against any person who works with children must be taken seriously. The purpose of the Managing allegations (incl. low-level concerns) Policy is to provide guidance to follow in the event that an allegation has been made or a concern has been raised against a staff member. The policy aims to follow the guidance contained in the Department for Education's Guidance, Keeping Children Safe in Education (2021 and as amended) and HM Government's guidance from Working Together to Safeguard Children (July 2018 and as amended).

8.3.4 The Managing allegations (incl. low-level concerns) Policy should be consulted when considering how to manage both allegations that may indicate that the person subject of the allegations would pose a risk of harm (in line with the harm test outlined on the Disclosure and Barring service website) if they continue to work closely with children, as well as how to act in relation to low-level concerns that do not meet the harm threshold.

8.3.5 Concerns/Allegations that may meet the harm threshold ('Allegation') include when a member of staff has:

- behaved in a way that has harmed a child, 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 the individual may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

8.3.6 School may receive an allegation relating to an incident that happened when an individual or organisation was using school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, school will follow our safeguarding policies and procedures, including informing the LADO.

8.3.7 If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

8.3.8 Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

8.3.9 If any allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

8.3.10 If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

8.4 Low Level Concerns

8.4.1 The term 'low-level' concern does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet the threshold set out above. 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 may have acted in a way that:

- is inconsistent with an organisation's staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation harm threshold above or is otherwise not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO.

8.4.2 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 children.

8.4.3 Employees do not need to be able to determine in each case whether their concern is a low-level concern, or if it is not serious enough to consider a referral to the LADO, or whether it meets the threshold of an allegation. Once employees have shared what they believe to be a low-level concern, that determination should be made by the Principal and responded in line with the policy.

8.4.4 Creating a culture in which all concerns about employees (including allegations that do not meet the harm threshold) are shared responsibly and with the right person, and recorded and dealt with appropriately, is crucial. This encourages an open and transparent culture; enables the Trust and the school to identify concerning, problematic or inappropriate behaviour early; minimises the risk of abuse; and ensures that adults working in or on behalf of the Trust are clear about professional boundaries and act within them. In line with Keeping Children Safe in Education, the school will ensure that there is an environment where employees are encouraged and feel confident to self-refer.

8.4.5 Such a culture/environment also ensures that the Trust's ethos, values and expected behaviour as set out in the Code of Conduct are constantly lived, monitored and reinforced by all staff. In doing so, this also helps to protect all groups within our school community, as set out in the document 'Guidance for safer working practice for those working with children and young people in education settings.'

8.4.6 Behaviour which is not consistent with the ethos and values of the Trust or school, and which does not meet the Trust's expectations as set out within the Code of Conduct, needs to be addressed. Such behaviour can exist on a wide spectrum – from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

8.5 Whistleblowing

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

8.5.2 All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The Whistleblowing Policy is there to support and aid them in these circumstances.

8.5.3 Whistleblowing regarding the Principal should be made to the leader's line manager, David Donnelly CEO, whose contact details are readily available to staff.

8.5.4 Should the situation arise where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, advice can be sought via NSPCC helpline or through OFSTED's Whistleblowing helpline.

8.5.5 The contact details are :

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

OFSTED - Telephone number - 0300 1233155
- Email – whistleblowing@ofsted.gov.uk

Appendix 1: Contact Details

NAME	TELEPHONE NUMBER
Sefton CHAT Team	0151 934 4013
Sefton FAST Team	0151 934 4545
Out of Hours Service	0151 934 3555
PREVENT (Single point of contact) Chris White	0151 934 3370
Merseyside Police	101 / Emergency 999
Local Authority Designated Officer (LADO) Tracey Holyhead	0151 934 3783// 07814059604
Local Authority Designated Officer (LADO) Vicky Lowndes	0151 0151 934 4272 | 07971623428
Children Missing Education Co-ordinator Clare Johannsen	0151 934 3181
CAMHS (single point of access)	0151 282 4527
Bully Busters	0800 169 6928
Sefton Women & Children's Aid (SWACA)	0151 922 8606
OPERATION ENCOMPASS -	
Independent domestic abuse advisors (IDVA)	0151 934 5142
VENUS	0151 474 4744
Rape & Sexual Abuse Centre [RASA] Sefton	0151 558 1801
Parenting 2000	01704 380047 / 0151 932 1163
Housing Options	0151 934 3541
Change Grow Live drug and alcohol service Bootle/Southport	**0151 203 9755** Sefton.Services@cgl.org.uk
LSCB Business Manager Zara Hakobyan	0151 934 4706
LSCB Administrator Danielle.Cannon	0151 934 4706
SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)	0151 433 7442 Email Sefton SENDIASS - Kids

Contacts for children who go to school in Sefton but live in neighbouring local authorities.

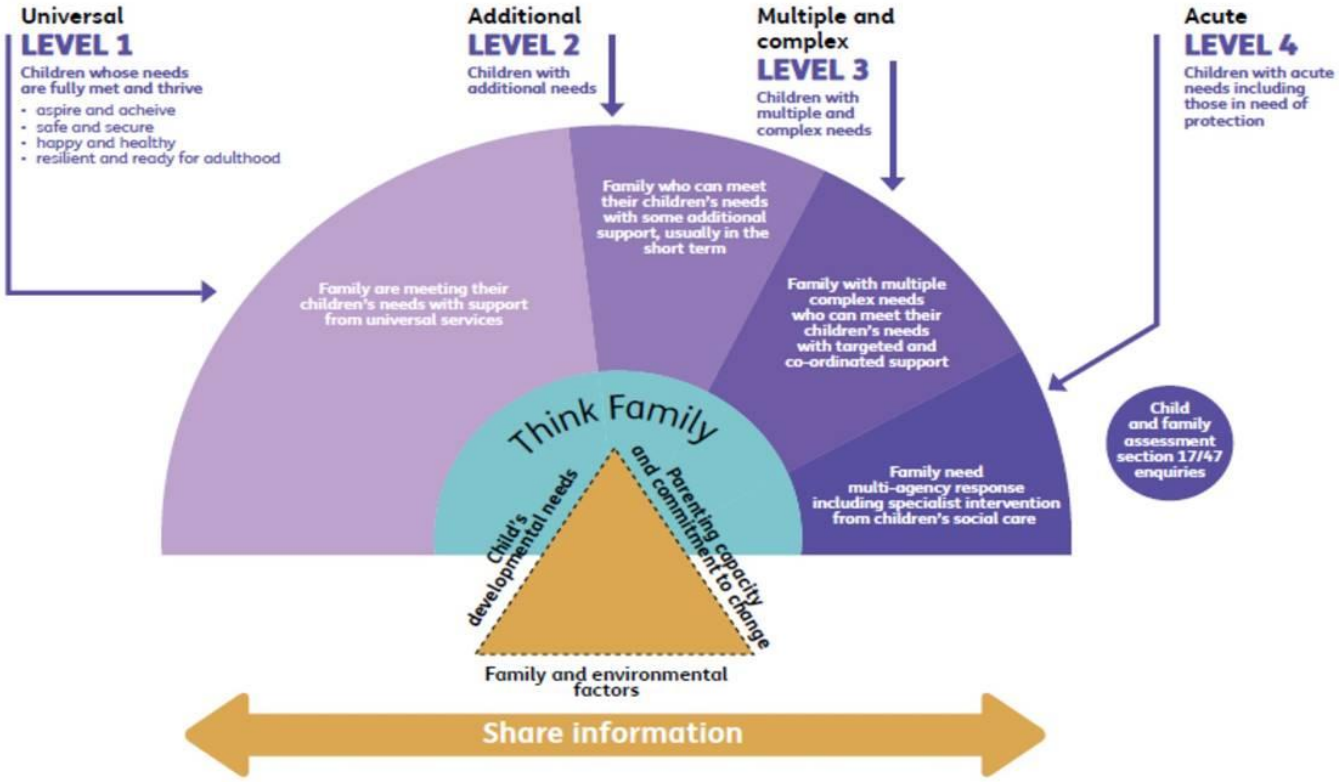
Local Authority	Telephone number	Out of hours
Liverpool Children's Social Care / CASS	0151 459 2606.	0151 459 2606 (same as CASS)
Knowsley MASH	0151 443 2600	0151 443 2600 (same as MASH)
Lancashire Care Connect	0300 123 6720	0300 123 6722

Appendix 2: Sefton Level of Need

The Safeguarding Windscreen

The safeguarding 'windscreen' illustrates that safeguarding is everyone's responsibility and takes place across the continuum of need from universal services through to statutory interventions.

Understanding needs across the continuum and how they relate to the appropriate action to be taken, ensures that the response to identified needs supports children to achieve their potential, at the right time and in the right way.



Appendix 3: Summary of Sefton Levels of Need

Levels of Need – Level Descriptors

(REMEMBER: Levels of Need descriptors are to be used as a guidance only)

Where need is identified an appropriate response must be taken. As every child and family is unique descriptors of need provided are not prescriptive or exhaustive. All needs must be considered on a case-by-case basis and decisions should be made using professional judgement.

Level 1 – Children whose needs are fully met and thrive: Needs met through universal services. Voice of the Child; "Mum knows where to get help if she needs it and so I stay safe and warm in her womb".

Level 2 – Children with additional needs: Consider Early Help Assessment. Voice of the Child: "Most of the time I feel happy but sometimes my family need help from other people to keep me safe".

Level 3 – Children with multiple and complex needs: Initiate Early Help Assessment. Voice of the Child: "I'm struggling. I need help with many things. I need more help than my family can provide".

Level 4 – Children with acute needs includes those in need of protection - Social worker led specialist intervention required. Voice of the Child: "I am frightened when I go home, but if I don't go back something will happen to mum or my brother. Someone makes it stop".

Where a professional is unsure of the most appropriate response to identified needs, discussion with a manager, or a designated safeguarding lead, for support must take place to ensure and oversee that appropriate actions are taken.

Appendix 4: CHILD EXPLOITATION (CE) CHECKLIST

Sefton Council

Team…

Tel:

Fax:

Multi-Agency Exploitation Screening Tool

Details of Child:

Family Name		Given Names	
Actual DOB		Gender	
Ethnicity		Primary Language	
Primary Address		Telephone	
Secondary Address		Case Number	

Multi-Agency Exploitation Screening Tool

The purpose of the tool is to enable professionals to identify indicators which suggest a child is, or is at risk, of Exploitation, in a consistent way which facilitates sound judgement. The screening tool can be used for all children (male and female) at any point in the child's journey and with young people up to 21yrs. It can be used by any practitioner working with and supporting childre or young people where there is a concern a child may be exploited.

Important points to remember when considering exploitation:

- Both girls and boys can be victims of exploitation and are equally vulnerable.
- The coercer(s) and perpetrator(s) are usually adult(s), but children and young people can also act in an exploitative, abusive way towards other young people or exert power e.g. group/gang members of either gender.
- Although it is rare, parents/carers may be involved in the exploitation of their children.
- Groups of children and multiple perpetrators may be involved (organised abuse).
- No child under 13 years should be assessed as Low Risk if behaviours indicate a risk of exploitation.
- Children with additional needs require special consideration up to the age of 21 years.
- No child with a learning disability or additional learning needs should be assessed as Low Risk if behaviours indicate involvement in or risk of exploitation.
- Be aware: disclosure of information by the child may take time and evident risks may only emerge during ongoing assessment, support and interventions with the child and/or family.

Guidance on the use of the Screening Tool

1. Completion of the Screening Tool should always involve liaison with other agencies to ensure multi-agency Information sharing and support.
2. The screening tool is intended to assist professional judgment by considering a range of features and indications of exploitation and associated behaviours. Professionals are encouraged to go beyond the child's presenting behaviour e.g. missing or challenging behavioural to explore what else might be going on for this child/young person. This often requires a prediction of harm.
3. If a child presents with one indicator, action is required. Early intervention improves the chances of positive outcomes. One indicator is unlikely to require Children's Social Work Services or specialist services intervention unless it is a Significant Risk category. Early help and prevention services within the community should always be considered.
4. Assessing or screening for child exploitation should not be seen as a one- off event. Young people can move very quickly between risk categories, therefore regular assessments should be undertaken using the Screening Tool. Any escalation of risk should be referred to the named Children's Services worker or CHAT, if unknown.
5. Using the Screening Tool will determine which level of intervention is required dependent on the assessed level of risk. If in doubt, please contact Sefton Children's Help and Advice Team (CHAT) on **0151 934 4013**.
6. Disruption and prosecution of the perpetrator/s is also of significant importance therefore, any information which comes to light about the victim/s or perpetrator/s (however insignificant this may seem) should be passed on to the Police.

IMMEDIATE SAFEGUARDING CONCERNS:

If you are concerned that a child or young person is at immediate risk of harm then you should dial '999' and tell the Police. If you have information which might help protect a child, you should dial 101.

To report any 'intelligence' that does not require immediate action, you can use the Merseyside Police Reporting form via this link.

Personal Details:	
Date form completed:	
Details of Person completing the Screening Tool:	
Name:	
Organisation/role:	
Telephone No:	
Email address:	
Young Person's Information:	
Full name	
Gender	
DoB	
LL ID Number	
Address:	
School/Education Setting	
EHCP?	Yes/No/Unknown*
*If unknown, when is it going to be obtained?	

Social Care Case Level	CP/Cared For/CIN/Not open at time of referral/YOT/Early Help
Ethnicity	
Age at time of assessment	

Alleged Perpetrators' Details (if known)

Family Name	First Name(s)	Middle Name(s)	Alternative Name:	Date of Birth:	Gender:	Ethnicity:	Age:

Risk Assessment

Did the Child/Young Person participate in this assessment?	Yes/No*
*If yes, what are their views?	
*If no, why not?	

Significant Risk Select all appropriate options

- ○ Previous victim of CE
- ○ Unexplained gifts or additional mobile phone/Simcard
- ○ Visiting hotels with adults/ or other young people
- ○ Visiting nightclubs with adults
- ○ Recruiting others into exploitative situations
- ○ Meeting known or unknown adults inappropriately
- ○ Being groomed to meet via the internet
- ○ Transported from town to town for sexual /or criminal activity with adults (including purchase of train tickets and taxi fares)
- ○ New Clothes / phones / money / jewellery / drugs / cigarettes
- ○ Over sexualised appearance
- ○ Associating with known CE perpetrators/ drug dealers or other victims of exploitation
- ○ Presence at hotspot CE areas such as taxi ranks, bus stations, off licences and take-aways
- ○ Information of direct involvement in exploitation
- ○ Engaging in sexual activity with adults or with peers at young age
- ○ Presence or frequenting red light areas
- ○ Other
- ○ No factors identified

Please provide further information:	

Strong Indicators of exploitation Select all appropriate options

- ○ Considerable change in school performance / attendance / behaviour
- ○ Multiple callers to address
- ○ Receiving calls/text from unknown person / additional unexplained mobile phone or other mobile device
- ○ Self-harming and/or suicide tendencies / Substance misuse
- ○ Association with other victims of exploitation
- ○ Multiple Perceived boyfriends/girlfriends
- ○ Involvement in crime or anti-social behaviour
- ○ Regular STI's or Emergency Contraception
- ○ Forming relationships via internet
- ○ Missing or Absent from home episodes
- ○ Entering or leaving unknown vehicles
- ○ Found in areas with no known connection
- ○ Overly sexualised behaviour for age
- ○ Victim of exploitative relationships
- ○ Involved in gang type activity. Possessing large amount of unexplained cash. Suspicious bank account activity
- ○ Association with risky adults
- ○ Pregnancy and/or termination
- ○ Unexplained relationships with adults
- ○ Evidence of self-harming
- ○ Older boyfriend/girlfriend or friendship groups
- ○ Unexplained physical injuries
- ○ Exclusion from school due to behaviour – may not have been excluded - reduced timetable/alternative provision
- ○ Change in physical appearance - weight loss/ weight gain / external signs such as extreme fatigue or sudden increase in make-up, tattoos, piercings etc
- ○ Other
- ○ No factors identified

Please provide further information:	

Early Indicators of CSE Select all appropriate options			
○ Absent/truanting from school	○ Frequent poor behaviour	○ Becoming estranged from family	○ Change in appearance – including sudden increase in make-up or tattoos or piercings etc
○ Detached from age related activities	○ Secretive relationships	○ Mood swings	○ Change in sporting or leisure activities/ interests (e.g. no longer interested in football / dancing when they used to be)
○ Lack of interest in education	○ Returning home late	○ Hostility towards other family members	○ Other
○ Physically aggressive to other family members	○ Secretive behaviour	○ Secretive about internet use	○ No factors identified

Please provide further information:	

Vulnerability Factors Select all appropriate options			
○ Live in a chaotic or dysfunctional family	○ Mental health problems	○ Recent bereavement or loss	○ Previous victim of CE
○ Low self-esteem or confidence	○ Sexually active	○ Homeless	○ Lack of protective factors within family unit
○ Parents/carers with mental health problems	○ Subject of bullying	○ Parents/carers with drugs or alcohol abuse	○ History of domestic abuse within the family
○ Live in residential or foster care or unstable adoptive placement	○ History of sexual abuse within the family	○ Migrant, refugee or asylum seeker	○ Other
○ Drugs or alcohol abuse	○ Social or learning difficulties	○ Unsure of their sexual orientation/ difficulties with identity	○ No factors identified

Please provide further information:	
Additional Comments:	

Name(s) and Signature(s) of Professional(s) making this assessment	
Name:	
Organisation/role:	
Add professional? (yes/no)	
Choose the manager to authorise this form:	

Management oversight:	
Please provide your oversight:	

Child Exploitation Team Decision:	
Progress to Child Exploitation?	Yes/No
Is the Child/Young Person:	○ **Suffering** significant harm through exploitation?* ○ At **risk** of suffering significant harm through exploitation?** *Start Exploitation process managed by Child Exploitation. **Start Exploitation process and re-assign to Social Work Team Manager.
Please provide comments:	

Personal Details:	
Date form completed:	
Details of Person completing the Screening Tool:	
Name:	
Organisation/role:	
Telephone No:	
Email address:	
Young Person's Information:	
Full name	

Gender	
DoB	
LL ID Number	
Address:	
School/Education Setting	
EHCP?	**Yes/No/Unknown***
***If unknown, when is it going to be obtained?**	
Social Care Case Level	**CP/Cared For/CIN/Not open at time of referral/YOT/Early Help**
Ethnicity	
Age at time of assessment	

Alleged Perpetrators' Details (if known)							
Family Name	**First Name(s)**	**Middle Name(s)**	**Alternative Name:**	**Date of Birth:**	**Gender:**	**Ethnicity:**	**Age:**

Risk Assessment

Did the Child/Young Person participate in this assessment?	**Yes/No***
***If yes, what are their views?**	
***If no, why not?**	

Significant Risk Select all appropriate options

- ○ Previous victim of CE
- ○ Meeting known or unknown adults inappropriately
- ○ Associating with known CE perpetrators/ drug dealers or other victims of exploitation
- ○ Other
- ○ Unexplained gifts or additional mobile phone/Simcard
- ○ Being groomed to meet via the internet
- ○ Presence at hotspot CE areas such as taxi ranks, bus stations, off licences and take-aways
- ○ No factors identified
- ○ Visiting hotels with adults/ or other young people
- ○ Transported from town to town for sexual /or criminal activity with adults (including purchase of train tickets and taxi fares)
- ○ Information of direct involvement in exploitation
- ○ Visiting nightclubs with adults
- ○ New Clothes / phones / money / jewellery / drugs / cigarettes
- ○ Engaging in sexual activity with adults or with peers at young age
- ○ Recruiting others into exploitative situations
- ○ Over sexualised appearance
- ○ Presence or frequenting red light areas

Please provide further information:	

Strong Indicators of exploitation Select all appropriate options

- ○ Considerable change in school performance / attendance / behaviour
- ○ Regular STI's or Emergency Contraception
- ○ Involved in gang type activity. Possessing large amount of unexplained cash. Suspicious bank account activity
- ○ Exclusion from school due to behaviour – may not have been excluded - reduced timetable/alternative provision
- ○ Multiple callers to address
- ○ Forming relationships via internet
- ○ Association with risky adults
- ○ Change in physical appearance - weight loss/ weight gain / external signs such as extreme fatigue or sudden increase in make-up, tattoos, piercings etc
- ○ Receiving calls/text from unknown person / additional unexplained mobile phone or other mobile device
- ○ Missing or Absent from home episodes
- ○ Pregnancy and/or termination
- ○ Other
- ○ Self-harming and/or suicide tendencies / Substance misuse
- ○ Entering or leaving unknown vehicles
- ○ Unexplained relationships with adults
- ○ No factors identified
- ○ Association with other victims of exploitation
- ○ Found in areas with no known connection
- ○ Evidence of self-harming
- ○ Multiple Perceived boyfriends/girlfriends
- ○ Overly sexualised behaviour for age
- ○ Older boyfriend/girlfriend or friendship groups
- ○ Involvement in crime or anti-social behaviour
- ○ Victim of exploitative relationships
- ○ Unexplained physical injuries

Please provide further information:	

Early Indicators of CSE Select all appropriate options

- ○ Absent/truanting from school
- ○ Frequent poor behaviour
- ○ Becoming estranged from family
- ○ Change in appearance – including sudden increase in make-up or tattoos or piercings etc
- ○ Detached from age related activities
- ○ Secretive relationships
- ○ Mood swings
- ○ Change in sporting or leisure activities/ interests (e.g. no longer interested in football / dancing when they used to be)
- ○ Lack of interest in education
- ○ Returning home late
- ○ Hostility towards other family members
- ○ Other
- ○ Physically aggressive to other family members
- ○ Secretive behaviour
- ○ Secretive about internet use
- ○ No factors identified

Please provide further information:	

Vulnerability Factors Select all appropriate options

- ○ Live in a chaotic or dysfunctional family
- ○ Mental health problems
- ○ Recent bereavement or loss
- ○ Previous victim of CE
- ○ Low self-esteem or confidence
- ○ Sexually active
- ○ Homeless
- ○ Lack of protective factors within family unit
- ○ Parents/carers with mental health problems
- ○ Subject of bullying
- ○ Parents/carers with drugs or alcohol abuse
- ○ History of domestic abuse within the family
- ○ Live in residential or foster care or unstable adoptive placement
- ○ History of sexual abuse within the family
- ○ Migrant, refugee or asylum seeker
- ○ Other
- ○ Drugs or alcohol abuse
- ○ Social or learning difficulties
- ○ Unsure of their sexual orientation/ difficulties with identity
- ○ No factors identified

Please provide further information:	
Additional Comments:	

Name(s) and Signature(s) of Professional(s) making this assessment	
Name:	
Organisation/role:	
Add professional? (yes/no)	
Choose the manager to authorise this form:	
Management oversight:	
Please provide your oversight:	
Child Exploitation Team Decision:	
Progress to Child Exploitation?	**Yes/No**
Is the Child/Young Person:	**Suffering significant harm through exploitation? *** **At risk of suffering significant harm through exploitation?**** ***Start Exploitation process managed by Child Exploitation.** ****Start Exploitation process and re-assign to Social Work Team Manager.**
Please provide comments:	

Appendix 5: PREVENT CHANNEL FLOW CHART

Safer Sefton TOGETHER

SPMAG-Prevent

Understanding Prevent and the Channel referral process

Radicalisation is defined in the Prevent Strategy as "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".
Preventing Violent Extremism

What is Prevent?

The government's Prevent Strategy forms one element of the Counter-terrorism Strategy (CONTEST) and aims to reduce the threat to the UK from terrorism by preventing people from becoming influenced through extreme and radical ideology.

The aim of the Prevent Strategy is to stop people becoming terrorists or supporting terrorism by focusing on the following three objectives;

- respond to the **ideological challenge** of terrorism and the threat we face from those who promote it
- **prevent people from being drawn into terrorism** and ensure they are given appropriate advice and support and
- work with **sectors and institutions** where there are risks of radicalisation which we need to address.

The Counter Extremism Strategy 2015 defines **extremism** as; "the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect of different faiths and beliefs. We also regard calls for the death of our armed forces as extremist."

What is Channel?

A key part of Prevent is "Channel". Police work with public bodies, including local councils, social workers, NHS staff, schools and the justice system to identify those at risk of being drawn into terrorism, assess what the risk might be and then develop tailored support for those referred to them. This could range from mentoring to things like anger management or drug and alcohol programmes. The process is about supporting individuals identified as being vulnerable to radicalisation and extremism at an early stage.

The Sefton Channel Panel is fundamental to this and is a voluntary safeguarding programme aimed at supporting those individuals identified as being vulnerable. It draws on existing collaboration between local authorities, police, statutory partners and the local community. The individual will be discussed at a multi-agency meeting to review the referral, gain consent for engagement and plan any appropriate bespoke support packages to reduce or mitigate vulnerabilities to radicalisation.

Your responsibility:

If you suspect an individual is being radicalised, you must report it.

Anyone can make a Prevent referral if they have concerns.

Local Authority

If officers from the local authority receive concerns directly from an individual they are working with, or from a telephone call from the public, or from information received from a partner agency, they should follow the **Notice Check Share** process.

1. What have you **noticed**?

- Who was involved?
- Can the concern be dealt with in house or does it need wider checking?
- Does the incident relate to recent local, national or international events?
- Does the incident relate to local or national news stories?
- Has the individual been involved in similar incidents?
- Why do you feel the individual is vulnerable to radicalisation?
- Was it a one-off comment or statement and out of context for the individual?
- Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?

2. Have you **checked** your concern with your Safeguarding Lead?

- From your checks has any other information come to light?
- Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk?)
- Do they offer a reasonable explanation and/or account?
- If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour?
- Are any other agencies currently or historically working with the individual or family? Have they been consulted? Is the concern Prevent related? Or is it more suitable under general safeguarding?
- Have there been any historical concerns? I.e., concerns at previous school?
- Could the concern be addressed in house? Is there a genuine radicalisation risk?
- Do you and or the individual need additional support?

3. Having **noticed** the initial concern and carrying out the appropriate **checks** do you feel **sharing** the information as a referral is necessary?

We encourage all referrers to discuss their concerns with the individual and parents if applicable and make them aware of the referral to Prevent (with reasons) unless sharing this information places the individual or another person at serious risk of harm.

Who have you consulted?

What intervention, if any, have you put in place? Have you made any other referrals or discussed the case with other agencies?

Once you have completed the Notice Check Share process you will then complete and send the referral form to the Prevent email address prevent@merseyside.pnn.police.uk

Immediate Safeguarding issues should be highlighted to and dealt with by the appropriate professional, following the usual Sefton Council Local Authority process.

Partner agencies

Health, Education, further education etc. Use the **Notice Check Share** process outlined above, checking with their own safeguarding team, or by contacting the CHAT team for concerns about young people or Adult Social care.

Immediate Safeguarding issues should be highlighted to and dealt with by the appropriate professional.

Following your check send a completed national referral form to prevent@merseyside.pnn.police.uk

All referrals are assessed by Northwest Counter Terrorism Police officers. They decide if the referral is adopted as a multi-agency led case or signposted out to other services or agencies if it does not meet threshold criteria.

Appendix 6: LADO NOTIFICATION FORM

ALLEGATIONS AGAINST AN ADULT WHO WORKS WITH CHILDREN

STRICTLY CONFIDENTIAL **THE CONTENTS OF THIS REPORT ARE NOT TO BE REPRODUCED, COPIED OR DIVULGED IN ANY WAY. INFORMATION IS NOT TO BE DISCUSSED WITH, OR REVEALED TO, PERSONS WHO ARE NOT REQUIRED IN THE INTERESTS OF A CHILD TO HAVE SUCH INFORMATION. ALL ENQUIRIES FOR THE USE OF ANY SUCH INFORMATION SHOULD BE MADE TO THE LOCAL AUTHORITY DESIGNATED OFFICER**

REFERRAL FORM

To be completed by the Senior Manager (or other designated person to provide the information) of the employing agency for the adult concerned. To be emailed directly to the SafeguardingUnitAdmin@sefton.gov.uk within 24 hrs of the allegation being made. **Form should be completed in detail, all yellow sections are mandatory.**

DATE ALLEGED INCIDENT HAPPENED	
DATE ALLEGATION RECEIVED BY REFERRING AGENCY	
DATE ALLEGED INCIDENT REFERRED TO CHILDREN'S SAFEGUARDING UNIT	

1. ADULT AGAINST WHOM THE ALLEGATION HAS BEEN MADE

NAME					
DOB		**GENDER**		**ETHNICITY**	
HOME ADDRESS					
CONTACT DETAILS	**TEL:**		**EMAIL:**		
JOB TITLE					
EMPLOYER					

EMPLOYER ADDRESS &CONTACT DETAILS										
	TEL:			**EMAIL:**						
EMPLOYING AGENCY OF THE ADULT CONCERNED (WHERE ALLEGATION/INCIDENT OCCURRED)										
SOCIAL CARE		**HEALTH**		**EDUCATION**		**RESIDENTIAL**		**FOSTER CARERS**		
POLICE		**YOT**		**EARLY YEARS**		**SPORT**		**MILITARY CADETS**		
FAITH GROUP		**NSPCC**		**TRANSPORT**		**VOLUNTARY ORGANISATION**				
OTHER		**IF OTHER OR VOL. ORG. PLEASE STATE WHICH**								

2. HAVE THERE BEEN ANY PREVIOUS ALLEGATIONS AGAINST THE ADULT?: YES/NO

If YES please provide details including dates and any previous referrals to the Children's Safeguarding Unit:

3. REFERRER

NAME	
JOB TITLE	
ORGANISATION	
CONTACT DETAILS **(incl. Address, E-Mail & Telephone number)**	

4. SENIOR MANAGER

IS THE SENIOR MANAGER OF EMPLOYING AGENCY OF THE ADULT CONCERNED AWARE OF THE ALLEGATION?
If no, please give reason why not:

5. CHILD'S DETAILS

NAME						
DATE OF BIRTH		**GENDER**		**ETHNICITY**		
CURRENT ADDRESS **(inc. post code)**						
CONTACT DETAILS	**TEL**		**EMAIL**			
PARENTS/CARERS						
PARENTS/CARERS ADDRESS **(inc. post code)**						
CONTACT DETAILS	**TEL**		**EMAIL**			

DOES THE CHILD HAVE ANY COMMUNICATION NEEDS? **If so please state what:**			
IS THE CHILD KNOWN TO CHILDREN'S SOCIAL CARE?		**ICS ID NO.**	
IF YES PLEASE INDICATE IN WHAT CAPACITY (Please tick):			
FAMILY SUPPORT		**CHILD PROTECTION PLAN**		**LOOKED AFTER CHILD (see below also)**	
LEGAL STATUS IF LOOKED AFTER CHILD(Please tick):			

S.20 ACCOMMODATION		**INTERIM CARE ORDER**		**CARE ORDER**		**PLACEMENT ORDER**		**SPECIAL GUARDIANSHIP**	
CHILD'S SOCIAL WORKER									
CONTACT DETAILS	**TEL**				**EMAIL**				
HAS THE CHILD'S SOCIAL WORKER BEEN INFORMED? YES/NO **If not please give reasons why not:**									

6. ARE THERE ANY OTHER CHILDREN INVOLVED IN THE ALLEGATION?

(Please provide details below)

NAME & ICS No.	DATE OF BIRTH	ADDRESS & CONTACT DETAILS	PARENTS (Inc. address & contact details if different from child)

7. DOES THE ADULT CONCERNED HAVE CONTACT WITH ANY OTHER CHILDREN? YES/NO (Including their own children, grandchildren or via extended family networks/friends/youth groups/other employment etc)

NAME	DATE OF BIRTH	RELATIONSHIP TO ADULT CONCERNED	ADDRESS & CONTACT DETAILS

8. NATURE AND DETAILS OF ALLEGATION

Please indicate the nature of the allegation (Please tick):									
PHYSICAL		**SEXUAL**		**EMOTIONAL**		**NEGLECT**		**SUITABILITY**	
DOES THE ALLEGATION INVOLVE THE USE OF COMMUNICATIONS TECHNOLOGY?									
IF YES PLEASE INDICATE THE FORM OF COMMUNICATION USED: **ie. mobile phone imagery, text, social networking site, internet etc.**									
PLEASE PROVIDE FACTUAL DETAILED INFORMATION ABOUT WHAT HAS BEEN SEEN OR HEARD AND BY WHOM:									

9. DISCUSSIONS AND ACTIONS

RECORD OF DISCUSSION AND ACTIONS

10. DECISION

DOES THIS MATTER MEET THE CRITERIA FOR INVESTIGATION UNDER LADO PROCEDURES IN WORKING TOGETHER?	**YES/NO**
ARE ENQUIRIES BEING MADE UNDER S.47 OF THE CHILDREN ACT (1989)?	**YES/NO**
STRATEGY MEETING TO BE CONVENED	**YES/NO**
STRATEGY DISCUSSION ONLY (PLEASE TICK)	

11. ANY OTHER RELEVANT INFORMATION PROVIDED / REQUIRED

12. PERSON RECEIVING INFORMATION

MEMBER OF STAFF RECEIVING INFORMATION		**DATE:**	

MEMBER OF STAFF COMPLETING THIS FORM		**DATE:**	

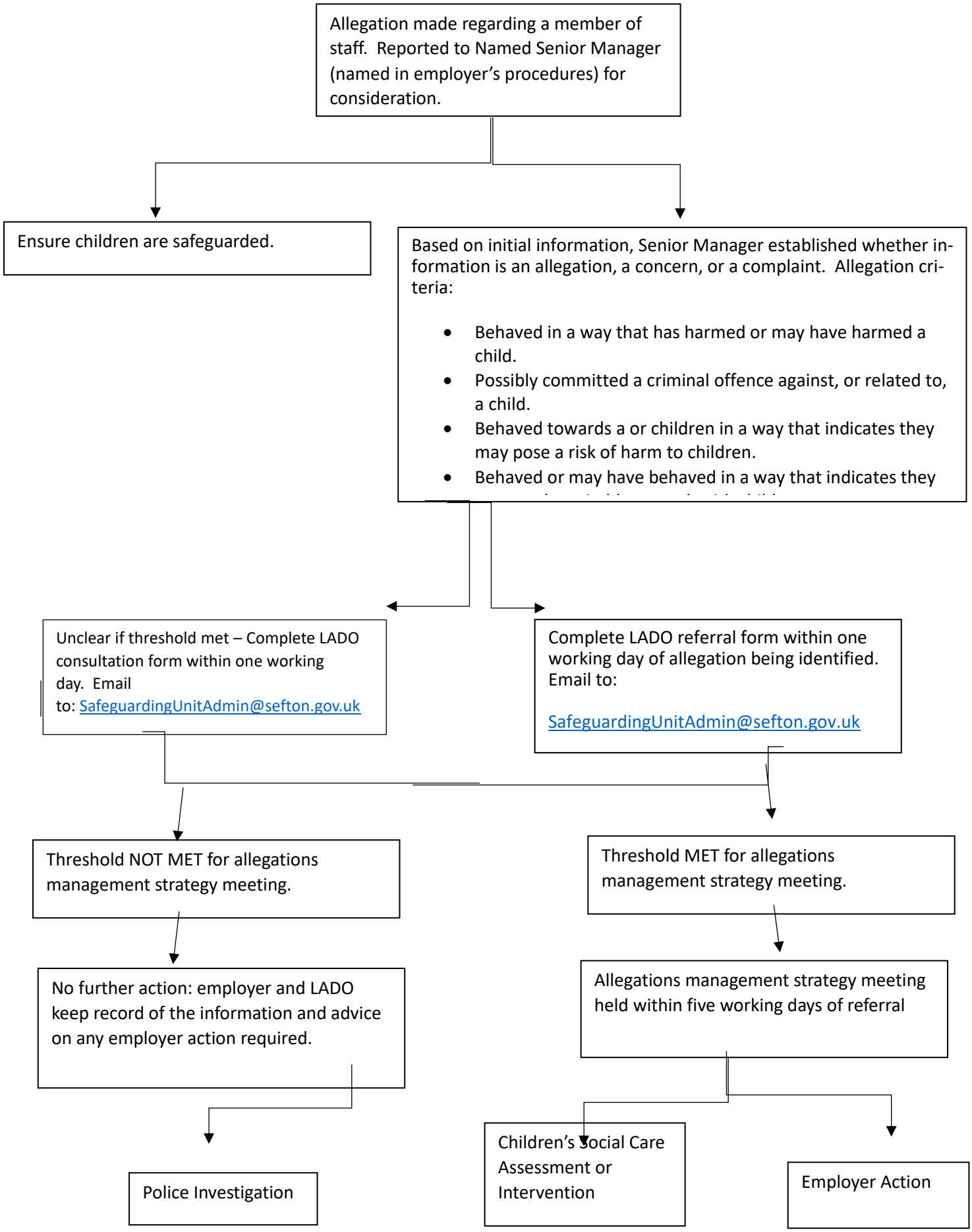
Please return the form, preferable via email to:

LADO
3rd Floor Magdalen House
Trinity Road
Bootle L20 3NJ
 0151 934-3783

 07814059604

 SafeguardingUnitAdmin@sefton.gov.uk

Appendix 7: FLOWCHART FOR MANAGING ALLEGATIONS, INFORMATION FOR ALL STAFF



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